

EFL STUDENTS' ANXIETY EXPERIENCE IN SPEAKING ENGLISH

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Abstract

The purpose of this study is to analyze the factors that cause students' speaking anxiety and how to overcome students' speaking anxiety. This research is qualitative research with data collection techniques using observation, questionnaires and interviews. The participants of this study were 11th grade high school students. The results revealed several factors that cause anxiety in students such as: (1) the students felt embarrassed by being marked with anxiety when talking to other people; (2) the students felt anxious when they were about to face a foreign language speaking exam; and (3) finally the students felt anxious about the opinions or judgments of others when speaking in English in front of the class. It was also found several ways that the students used to reduce students' speaking anxiety such as: (1) the students must prepare in advance such as practicing speaking; (2) the students took a breath to feel relaxed; (3) the students thought positively and looked for peers to share things with each other in order to reduce anxiety.

Keywords: *Factors Anxiety, Reduce Speaking Anxiety, Speaking Anxiety*

INTRODUCTION

Speaking is essential to the progress of learning English. For English learners, speaking is one of the most important skills to develop (Paramasivam, 2013, 7). This means that it is important for students to learn to speak in the language learning process, speaking is one of the means of communication. Most of the students tend to experience anxiety in speaking and communicating in public in a foreign language.

The current research related to anxiety indicates a state of discomfort and

fear caused by expectations of something that threatens something. Anxiety is an emotion that affects all learners and is a clear set of self-awareness, beliefs, emotions, and behaviors associated with language learning in the classroom that arises from the uniqueness of the language learning process. Felicity (2018) defines speaking anxiety as anxiety, stress, or tension that makes it difficult for students to learn a language and can adversely affect performance.

There are the factors of foreign language anxiety, Horwitz in MacInryre & Gardner (1989), foreign language anxiety appears in the form of this three anxiety:

communication on apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986; MacInryre & Gardner, 1989):

Communication Apprehension

The anxiety a person feels while speaking out loud is known as communication apprehension. In this case, some English students choose to avoid speaking in front of their peers and wait until the conclusion of the lecture to ask a question, without raising their hand in the hopes that someone else would do so instead. It is all described by Occhipinti (2009). Horwitz et al., states that communication apprehension is a kind of shyness that is characterized by worry or concern about speaking with others. It happens when someone has to communicate with others in casual settings; nervous people find it challenging to listen to or speak in front of others. In addition, they are unable to comprehend people and communicate effectively. Personality qualities in students including shyness, silence, and reticence are thought to frequently cause CA.

Test Anxiety

Test anxiety is the second component. Described by Horwitz (1986) in Occhipinti (2009) as "a type of anxiety resulting from a fear of failure. "High levels of exam anxiety have been demonstrated to have detrimental impacts on students' task performance, defines to Mandler & Sarason (1952) also Occhipinti (2009). In this instance, students' speak really well, yet when they take an exam, they do poorly. As shown by Horwitz et al. (2011), test anxiety is a form of performance anxiety that results from a fear of failing. A student may have exam anxiety when learning a foreign language, which might hinder performance.

Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety since it can arise in any social, evaluative

scenario, such as speaking in class or doing an interview for a job (Horwitz et al. 2011, 12). It is also more expansive in that it covers both the teacher's assessment of the pupils and other students' perceptions of their behavior. Based on the most recent Occhipinti (2009) and Cheek & Buss (1981), students should refrain from starting dialogues while interacting with others and should only contribute little to the conversation. This component may also be referred to as anxiety about other people's opinions, distress over their unfavorable assessments, avoidance of evaluative situations, and the belief that one's own opinions are unfavorable. They get worried as a result and strive to stay away from these things. This sort of anxiety affects a variety of other social assessment situations, such as job interviews and speaking in front of the class. It is more popular than the test anxiety situation.

There are several ways for students to reduce their nervousness, particularly while speaking in front of the class. In the meanwhile, Kondo and Ling (2004: 262) discussed the ability to overcome students' speaking anxiety in an academic journal.

First is preparation. The focus on behavioral aspects of language learning that are connected to successful performance in the classroom makes preparation a behavioral solution. Because preparation improves students' personality in speaking, which can reduce anxiety, it is a successful strategy for helping students deal with performance anxiety.

The second is relaxation. The affective element of relaxation is what differentiates it from other mental states in that it tries to reduce physical tension brought on by emotional stimulation. One of the strongest strategies for helping students in reducing anxiety and worry in the classroom is relaxation. Before giving their talks, students should use this method as well to reduce their anxiousness.

The third is positive thinking. The ability of positive thinking to reduce the problematic mental functions that underlie students' anxiety is what makes it unique. These techniques are meant to calm the nervous pupil by drawing their focus away from the stressful situation and toward pleasant and supportive stimuli. One technique for reducing students' anxiety is to think positively. It can be helpful, especially when addressing state anxiety, which is the worry that students experience before exams, competitions, and oral presentations.

The fourth is peer seeking. Peer seeking may be identified by a student's willingness to look for other students in the class who struggle with comprehension and their ability to control their anxiety. The knowledge that other students are struggling with the same issue may be a source of relief or reduce their load since they have peers to share it with.

The last is resignation. Students' reluctance to take any action to reduce their language anxiety is what defines resignation. Students who describe instances of resignation appear to be trying to reduce the pain of anxiety by changing the topic. Giving up and sleeping in class are two examples of these acts.

METHOD

This section will explain about the research design that the researcher used in this study. Qualitative study is a method that studies human attitudes and analyzes narrative data to construct meaning from individual perceptions in their social situations (Cobb & Forbes, 2002). The participants of this study were students of class XI SMA in one of the schools in Majalengka. In this study the researcher chose one class for observation, then students filled out a questionnaire, then 5 students were selected to conduct interviews. The instrumentation of this research such as questionnaires, interviews, and observations. Data collection was carried out in one of the

senior high schools in Majalengka-Cirebon. Observation, questionnaires, and interviews do methods of data collection. First, the writer will make observations at school. This observation aims to determine the student's ability to speak English. During the observation, the researcher recorded all these activities with a recorder to obtain data. Second, the author will distribute questionnaires to students. In this study, the researcher gave 33 closed questions that provided answer choices for each question that the participants would choose. This questionnaire aims to determine students' perceptions of what factors affect speaking anxiety. Finally, after filling out the questionnaire, an interview will be conducted. Researchers used semi-structured interviews to obtain student data. This interview aims to explore more in-depth information about the factors influencing speaking anxiety and how to overcome speaking anxiety in students. During the interview, the researcher recorded all these activities with a recorder to collect data. After the interview the writer will copy the data into written form. Furthermore, observation data, questionnaires and interviews will be analyzed in accordance with the objectives of this study.

The data analysis used in this research is thematic analysis for qualitative data. To analyze the data, the researchers adapted from (Kiger & Varpio, 2020) which stated that Thematic analysis method that is widely used.

RESULT AND DISCUSSION

To answer the first research question related to factors that affect speaking anxiety. This data was collected by researchers in the form of observations, questionnaires and interviews. Questionnaires were distributed in the form of sheets of paper to 36 students. Meanwhile, there were five students who responded to the interview discussion.

The data collected in the questions aim to identify the problem questions faced

by students. The item scale is adapted from the speaking anxiety factor problem scale by Horwitz (1986). To help the reader

understand the entire distribution of item analysis, see table 9 and chapter 3, table 10.

Table 1. Items of speaking anxiety

Factors of Speaking Anxiety	Items
CA	1,2,3,4,5,6,7,8,9, 10
TA	11,12,13,14,15,16,17,18,19, 20, 21, 22
NE	23, 24, 25, 26, 27, 28, 29,30,31,32,33

The questionnaire data based on the factor framework postulated in chapter 2 and reported in table 9. A closer look at item numbers 1,2,3,4,5,6,7,8,9, and 10 shows the communication apprehension. While item numbers 11,12,13,14,15,16,17,18,19,20,21, and 22 show the test anxiety. On the other hand, item numbers 23, 24, 25, 26, 27, 28, 29,30,31,32, and 33 show the negative evaluation.

Take a closer look at items number 1,2,3,4,5,6,7,8,9, and 10 which are nominated as communication apprehension (CA) divided into three components: low mental, communication anxiety, and low speaking ability. This is in accordance with the theory of McCroskey and Bond (1980 as referenced in Tan Veer, 2007). The first component involving students represented in items 1,4,7,8, and 9 includes low mentality, and items number 2, and 3 are represented in the second component, communication anxiety. On the other hand, item number 5, 6, and 10 represent low speaking ability. Most students feel anxiety when speaking in front of the class.

The questions listed in numbers 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22 are designated as test anxiety (TA). TA is divided into three components: Worrying, Nervous, Panic Attack. This is in accordance with the theory of Mandler & Sarason (1952) and Ochipinti (2009). The first component involving students was represented on items 11,15, and 20 including the worrying component, and

items numbered 12,17,19,21 and 22 were represented on the second component, nervous. The next component is when item numbers 13,14, and 16 represent panic attacks. In the anxiety test students usually feel nervous because they usually feel afraid when speaking.

The item listed number 23, 24, 25, 26, 27, 28, 29,30,31,32, and 33 are designated as negative ratings (NE). NE is divided into three components: Focus Distraction, Low Self-Esteem and Insecure. This is in accordance with the theory (Horwitz et al. 2011, 12). The first component involving students is represented on items 23,24,30, and 31 including Focus Destruction, and items numbered 27,28,29,32, and 33 are represented on the second component, Low Self-Esteem. Next component when item number 25, and 26 represent Insecure. In negative evaluations, students usually feel embarrassed and afraid of being laughed at if they make mistakes when speaking English.

The data collected in the questionnaire shows the average score scale for each anxiety factor problem. The scale of positive statements ranged from 1 to 5, while the scale of negative statements ranged from 5 to 1. The data is generated and reported in table 10. The scale data were categorized into relaxed, mildly anxious and very anxious. The scale ranges from 1.0 to 3.0, classified as relaxed. Then the scale ranges from 3.1 to 4.0 which is classified as mildly anxious. Lastly, a scale ranging from 4.1 to 5.0 is classified as very

anxious. To help readers understand the overall condition of students on the anxiety factor scale, see table 2 and figure 2 below:

Table 2. The Average Of Factors Anxiety Scale

Factors Anxiety	Average of factors anxiety scale
CA	3,4
TA	3,5
NE	3,5
The average means of factors	3,5

Adapted an Modified by Horwitz (1986)

The data generated by table 10 and figure 2 provide strong evidence that the highest score goes to TA and NE with a score of 3.5. While the lowest score is CA or Communication Apprehension with a score of 3.4 pay attention to the following scale below:

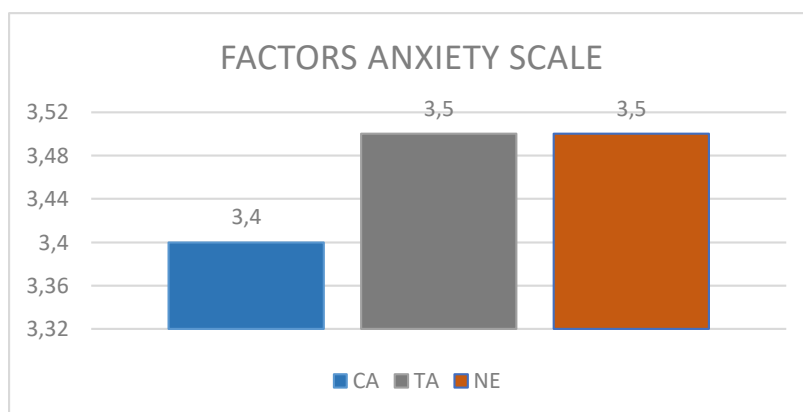


Figure 2. Factors Anxiety Scale

A closer look at Figure 2 shows that the lowest score on the factor anxiety scale is 1 and the highest is 5. The average score on the factor anxiety scale is 3.5. The data seem to indicate that participants feel they are facing and experiencing anxiety. The following discussion implies that there must be several reasons why some participants experienced frequent anxiety and what components they feel relaxed, mildly anxious and very anxious. Supporting data were collected from observations and interviews.

The results of these observations and interviews provide confirmatory evidence to answer RQ1 related to students' speaking anxiety factors. Furthermore, the researcher found that most of the students experienced

anxiety when speaking in front of the class. This is in line with P3's statement:

“I am nervous when speaking English in front of the class because my English is not good, and I do not master vocabulary.” (IN#P3, August 25, 2022)

In the interviewing time, P1 towards TA:

“When I wait my turn to speak in front of the class, I usually memorize first.” (IN#P1, August 25, 2022)

In the perception of other anxiety factors originating from P4 towards NE:

“I am afraid of being laughed at by friends when I speak English because my English is bad.” (IN#P4, August 25, 2022)

At the time of observation P3 experienced CA:

“P3 when speaking in front of the class there are words emm.... uhhh... P3 inspiration for the next conversation.” (OB#P2, August 22, 2022)

Based on the currently available evidence, it seems fair to suggest that students need to pay attention to possible anxiety factors in the classroom. Based on the students' perceptions above, it was found that students had problems with speaking anxiety in front of the class. The perception of results of interviews and student observations showed that they experienced anxiety when speaking. Similar results were found in (Horwitz, 1986) research finding anxiety in speaking English in front of the class. Furthermore, for the problem of test anxiety, based on student perceptions, it was found that students experienced anxiety when they were going to carry out the test. Research by Horwitz (1986) in Occhipinti (2009) provides assumptions regarding these findings, their assumption is that students who experience anxiety when taking the test are due to fear of failure. The last is the

problem of negative evaluation, P4 gives the perception that speaking anxiety is afraid of being judged by the teacher or peers. This finding is related to research (Horwitz et al. 2011, 12) which states that this factor includes teacher assessments and other students' perceptions of their behavior.

Based on the above findings, it is clear that the anxiety factors is a difficult challenge for students'. The following sections will explore the three main categories of anxiety factors and their components to describe this phenomenon, such as : CA, TA, and NE.

Communication Apprehension

Questionnaires, interviews, and observations were collected from exploring students' perceptions of communication anxiety. As stated by McCroskey and Bond (1980 as mentioned in Tan Veer, 2007), argues that anxiety problems experienced by students include low mental (LM) communication anxiety (CX), and low speaking ability (LSA). It was distributed to students, 36 students completed the survey. Data related to LM, CX, LSA were found in the results of questionnaires, interviews and observations. The presentation of the data will be analyzed with three components taken from the evidence of the questionnaire, interviews and operations conducted at different times. To help readers understand the overall distribution of item analysis, see table 3 below:

Table 3. Items of Communication Apprehension

Communication Apprehension	Items
LM	1,4,7,8,9
CX	2,3
LSA	5,6,10

The questionnaire data is based on the factor framework postulated in chapter 2 and reported in table 2. If you take a closer look at item numbers 1,4,7,8, and 9, it shows the Low Mental component. While items number 2 and 3 show components of

communication anxiety. While items number 5, 6 and 10 show the component of Low Speaking Ability.

Based on table 16, it can be seen that the numbers 1,4,7,8, and 9 indicate the Low

Mental component. Based on the results of the questionnaire, it is known that most students experience Low Mental. This finding is related to the statement from Horwitz's (1986) research which states that students are not confident when speaking in front of the class. 86% students never feel confident when speaking English in class. While 14% students are confident when speaking in English.

The items listed number 2 and 3 show components of communication anxiety. Based on the results of the survey questionnaire, it was found that most of the students stated that they often felt communication anxiety when speaking in class. This statement is related to research by Horwitz (1986) which states that students are not confident when speaking in front of the class. 53% students are afraid when they do not understand what the teacher is saying in English. On the other hand, 59% students

feel nervous when speaking English because they have communication anxiety.

A closer look at item number 5, 6 and 10 show the component of Low Speaking Ability. In addition, it was found that half of the students stated that they always felt their speaking ability was low. This statement is related to research by Horwitz (1986) which states that students are not confident when speaking in front of the class. 83% students feel inferior to speak in front of other students. Meanwhile, only 17% of students did not feel inferior to speak in front of other students.

The data collected in the questionnaire show the average score scale of each CA problem. The CA scale ranged from 1 to 5. Data were generated and reported in table 20. Data were grouped into relaxed, somewhat anxious, and very anxious. To help readers understand the whole condition of students' perceptions of the CA scale, see table 12 and figure 3 below:

Table 4. *The Average Of Communication Apprehension*

Communication Apprehension	Mean
Low Mental	3,2
Communication Anxiety	3,9
Low Speaking Ability	3,2
The evarege means of CA	3,4

Note : 1.0-3.0 = relaxed, 3.1-4.0 = mildly anxious, 4.1-5.0 = very anxious

The data generated by the researchers are reported in Table 4 and Figure 3. These results provide confirmatory evidence that students'

perceptions of CA Mildy are anxious. The following scales below support them:

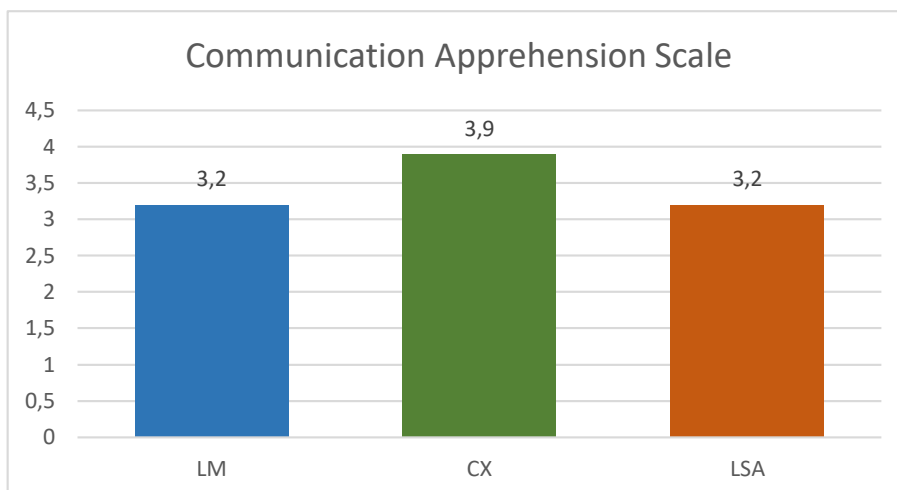


Figure 3. CommunicatioApprehensionon Scale

A closer look at Figure 3 shows that the lowest score on the CA scale is 1 and the highest is 5. The average score on the CA scale is 3.4. The data shows that students feel they are facing and experiencing Communication Apprehension. The discussion that follows implies that there must be several reasons why some students feel they often experience Communication Applications and what categories of motivational problems they face during speaking. Supporting data collected from interviews and observational evidence will be explored to explore students' perceptions of Communication Apprehension. The following representative excerpts from student interviews support these findings:

"I am afraid and not confident when speaking English in front of the class." (IN#P5, 25 August 2022)

"Yes, I feel anxious and anxious when speaking English in front." (IN#P2, August 25, 2022)

At the time of observation P3 experienced LSA:

"P3 when speaking in front of the class there are words

emm.... P3 inspiration for the next conversation." (OB#P2, August 22, 2022)

Based on the results of the interviews and observations above, it are found that students has communication apprehension problems. The perception from interview P5 showed that he experienced anxiety when speaking English, he felt insecure when speaking a foreign language. Furthermore, P2 said that he are nervous when speaking in front of the class. Furthermore, the results of the observation that P3 experienced LSA, namely P5 said umm.. when speaking in front it are like thinking about the next sentence to say. Based on these data, the finding is that students have communication apprehension. The same result was found in McCroskey and Bond's (1980 as referenced in Tan Veer, 2007) research found that speaking anxiety would occur when students experienced low speaking ability, low mentality.

Based on the above findings, it is clear that the problem of CA in the classroom is quite worrying. The following sections will explore the thematic content findings and present a discussion based on the TA problem and its components.

Test Anxiety

Questionnaires, interviews, and observations were collected from exploring students about the Anxiety Test. As stated by Hotwitz et al. (2011), test anxiety is a form of performance anxiety resulting from the fear of failure. The test anxiety experienced by students included worrying (W), nervous (N), and panic attack (PA). It was distributed

to students, 36 students completed the survey. Data related to W, N, PA are found in the results of questionnaires, interviews and observations. The presentation of the data will be analyzed with three components taken from the evidence of the questionnaire, interviews and operations conducted at different times. To help readers understand the distribution of item analysis as a whole, see table 5 below:

Table 5. *Item Distruction To Indentify Test Anxiety*

Test Anxiety	Item
W	11,15,18,20
N	12,17,19,21,22
PA	13,14,16

The questionnaire data is based on the factor framework postulated in chapter 2 and reported in table 4. A closer look at items 11,15,18, and 20, shows a worrying component. While questions number 12, 17, 19, 21, and 22 show a nervous component. While items number 13,14, and 16 show the Panic Attact component.

performance outcomes. 33% students feel shaking when called to speak English. On the other hand, 39% students feel heart palpitations when called in English class.

Based on table 16, it can be seen that the numbers 11,15,18, and 20 indicate an worrying component. Based on the results of the questionnaire, it is known that most students experience anxiety. This finding is related to the statement of research by Hotwitz et al. (2011), stated that a form of performance anxiety resulting from the fear of failure. Almost all students worry about the consequences if they fail in their speaking class. Meanwhile, only four people stated that they did not feel anxious about the consequences if they failed to speak in class.

A closer look at item numbers 13,14, and 16 show the Panic Attack component. In addition, it was found that half of the students stated that they always feel panic attacks. This statement is related to the research of Mandler & Sarason (1952) also Occhipinti (2009) stated that a high form of anxiety will have an impact on student performance outcomes. students start to panic when they have to speak in English without preparation. All the students started to panic when they had to speak in English without any preparation. Meanwhile, the results of this study showed that there was only one student who did not panic when they had to speak English without preparation.

The item numbers 12, 17, 19, 21, and 22 show a nervous component. Based on the results of the survey questionnaire. It was found that most of the students stated that they often feel nervous when speaking in class. This finding is related to the statement from the study of Mandler & Sarason (1952) also Occhipinti (2009) stated that a high form of anxiety will have an impact on student

The data collected in the questionnaire shows the scale of the average score of each TA problem. The TA scale ranges from 1 to 5. The data generated and reported in table 14. The scale data are categorized into relaxed, mildly anxious, and very anxious. To help readers understand the whole condition of students' perceptions of the TA scale, see table 6 and figure 4 below:

Table 6. *The Average Of Test Anxiety*

Test Anxiety	Mean
Worrying	3,5
Nervous	3,4
Panic Attact	3,6
The evarege means of TA	3,5

Note : 1.0-3.0 = relaxed, 3.1-4.0 = mildly anxious, 4.1-5.0 = very anxious

The data generated by the researchers are reported in Table 14 and Figure 4. These results provide confirmatory evidence that

students' perceptions of TA Mildly are anxious. The following scales below support them:

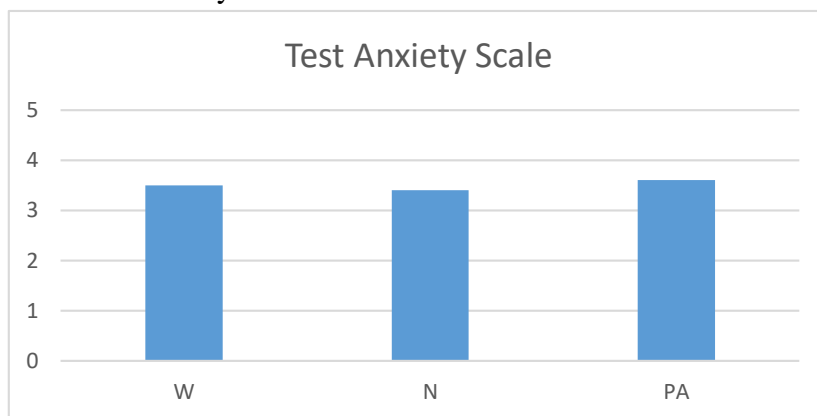


Figure 4. *Test Anxiety Scale*

A closer look at Figure 4 shows that the lowest score on the TA scale is 1 and the highest is 5. The average score on the TA scale is 3.5. The data seems to indicate that students feel they are facing and experiencing the Anxiety Test. The following discussion implies that there must be several reasons why some students feel they often experience Test Anxiety and what components of anxiety problems they face while speaking. Supporting data collected from interviews and observational evidence will be explored to explore students in the Anxiety Test problem. The following representative excerpts from student interviews support these findings:

"I usually when I wait my turn, what I do is memorize English vocabulary that will be conveyed when speaking in front of the class." (IN#P1, 25 August 2022)

"I usually memorize again and practice first with my friends." (IN#P3, August 25, 2022)

Based on the results of the interviews and observations above, it was found that students had communication apprehension problems. The results of P1's interview showed that he experienced anxiety when speaking English. He prepared before coming to the front of the class to speak in English. Furthermore, P3 said he memorized and practiced when speaking in English. Furthermore, the results of the observation that P1 experienced PA, namely P1 when speaking stopped as if he was thinking about the next sentence to say. Then P4 when speaking said yes, mother, I forgot, it is included in the Nervous component. Based on these data, the finding is that students have test anxiety. The same result was found by Mandler & Sarason (1952).) also Occhipinti (2009) stated that a high form of anxiety will

have an impact on student performance outcomes.

Based on the above findings, it is clear that the TA problem in the classroom is mildly anxiety. The following sections will explore the thematic content findings and present a discussion based on the NE problem and its components.

Negative Evaluation

Questionnaires, interviews and observations were collected from exploring students' results about Negative Evaluation. As stated by Occhipinti (2009) and Cheek & Buss (1981) argue that problems are anxiety about

the opinions of others, distress over their unfavorable judgments, avoidance of evaluative situations, and beliefs that one's own opinion is unfavorable. Anxiety experienced by students include focus distraction (FD), low self-esteem (LS), and insecurity (I). It was distributed to students, 36 students completed the survey. Data related to FD, LS, and I was found in the results of questionnaires, interviews and observations. The presentation of the data will be analyzed with three components taken from the evidence of the questionnaire, interviews and operations conducted at different times. To help readers understand the distribution of item analysis as a whole, see table 7 below:

Table 7. *Items of Negative Evaluation*

Negative Evaluation	Item
FD	23,24,30,31
LS	27,28,29,32,33
I	25,26

The questionnaire data is based on the factor framework postulated in Chapter 2 and reported in Table 7. A closer look at items numbered 23,24,30, and 31 shows a component of Focus Distraction. While the items numbered 27, 28, 29, 32, and 33 indicate the component of Low Self-Esteem. While items number 25 and 26 show the Insecure component.

Based on table 15, it can be seen that the numbers 23,24,30, and 31 show a component of Focus Distraction. Based on the results of the questionnaire, it is known that most students experience Focus destruction. This finding is related to the statement from research by Occhipinti (2009) and Cheek & Buss (1981) who argue that the problem of anxiety about other people's opinions makes it difficult to focus. 28% students usually during English lessons always think about something that is not related to this subject which is a component of FD. On the other hand, 52% students feel that the English lesson is very fast, so students are anxious and miss the topic.

Next, item numbers 27, 28, 29, 32, and 33 indicate the component of Low Self-Esteem. Based on the results of the survey questionnaire, it was found that most of the students stated that they often feel less confident when speaking in class. This finding is related to the statement of Occhipinti (2009) and Cheek & Buss (1981) who argue that the problem of anxiety about other people's opinions makes them insecure. Students often feel like they don't want to talk in class. While there are some students who feel very calm when speaking English.

A closer look at item numbers 25 and 26 shows the Insecure component. In addition, it was found that half of the students stated that they always felt that their speaking ability was lower than others. This statement is related to the research of Occhipinti (2009) and Cheek & Buss (1981) who argue that the problem of anxiety about other people's opinions. 62% students always think that other people are better at speaking. On the other hand, 31% students do not understand

why people are disappointed after speaking in class.

The data collected in the questionnaire shows the average scale of each NE anxiety. The NE scale ranged from

1 to 5. Data were generated and reported in table 16. Data were grouped into relaxed, somewhat anxious, and very anxious. To help readers understand the whole condition of students' perceptions of the NE scale, see table 8 and figure 5 below:

Table 8. *The Average Of Negative Evaluation*

Negative Evaluation	Mean
Focus Distruction	3,4
Low Self-Esteem	3,5
Insecure	3,6
The evarege means of NE	3,5

Note : 1.0-3.0 = relaxed, 3.1-4.0 = mildly anxious, 4.1-5.0 = very anxious

The data generated by the researchers are reported in Table 16 and Figure 5. These results provide confirmatory evidence that

students' perceptions of NE Mildy are anxious. The following scales below support them:

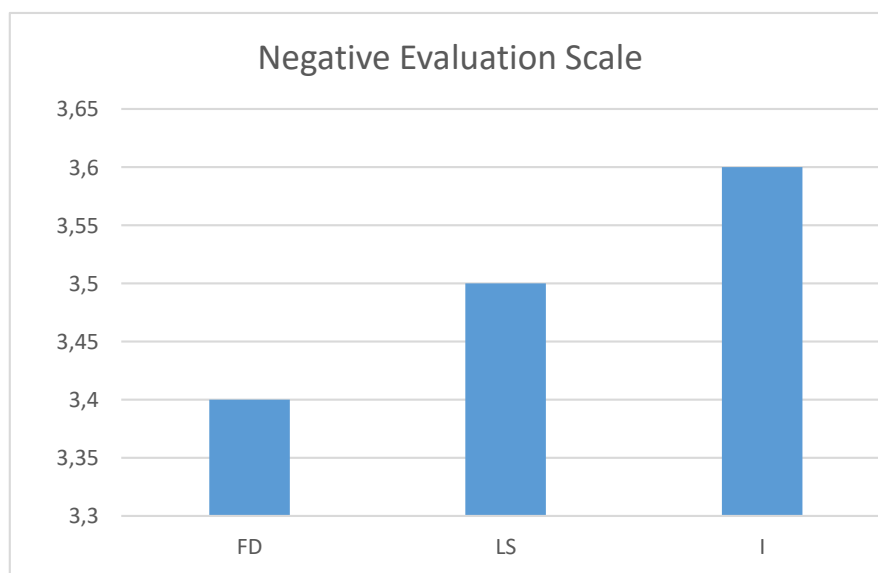


Figure 5. *Negative Evaluation Scale*

A closer look at Figure 5 shows that the lowest score on the NE scale is 1 and the highest is 5. The average score on the NE scale is 3.5. The data seems to indicate that students feel they are facing and experiencing Negative Evaluation. The

discussion that follows implies that there must be several reasons why some students feel they often experience Negative evaluations and what categories of anxiety problems they face during speaking. Supporting data collected from interview and observation evidence will be explored

to explore students' perceptions of the Negative Evaluation problem. The following representative excerpts from student interviews support these findings:

"I am afraid and not confident when I speak English in front of the class." (IN#P5, 25 August 2022)

"I am afraid of being laughed at by friends when I speak English because my English is bad." (IN#P4, August 25, 2022)

At the time of observation P3 experienced FD:

"P4 when speaking in front of the class experienced unnecessary movements such as holding the other person's hand." (OB#P4, 22 Aug 2022)

Based on the results of the interviews and observations above, it was found that students had negative evaluation problems. The results of the P5 interview showed that he experienced anxiety when speaking English. He felt insecure when speaking a foreign language because he thought that his friend was better than him. Furthermore, P4 said that he experienced anxiety because he was afraid of being laughed at by his friends when his English was poor when speaking English in front of the class. Furthermore, the results of the observation that P4 experienced FD, namely P4 made unnecessary movements such as holding someone else's hand. Based on these data, the findings are that students have negative evaluations. Similar results are found in Occhipinti (2009) and Cheek & Buss (1981) argue that problems are anxiety about the opinions of others, distress over their unfavorable judgments, avoidance of evaluative situations, and beliefs that one's own opinion is unfavorable.

Based on the above findings, it is clear that the problem of NE in the classroom is quite anxious. The following sections will explore the findings of thematic content and present a discussion based on overcoming speech anxiety.

The Nature Of Reducing Students' Anxiety

To answer the second research question related to students overcoming speaking anxiety. Data analysis will show how students reduce speaking anxiety. Several citations were selected based on interviews to better represent the participants' statements and every effort was made to select citations that were representative of the findings of the current study. Researchers collect data in the form of interviews. Interviews were conducted on August 25, 2022, with 5 students who have experience speaking in front of the class.

The data collected in these interviews aims to investigate ways to reduce student anxiety. To support this statement, the researcher contacted the students to conduct interviews, the following is an excerpt from the transcript below:

During the interview, P1 said about how to reduce anxiety:

"What I do to reduce the feeling is that I will ask permission to go to the toilet to start then go back into the class I feel calm I go in front of the class." (IN#P1, August 25, 2022)

During the interview, P2 said about reducing anxiety:

"I reduce anxiety by going forward in front of the class, I read myself first by sitting down after that I dare to come

forward in front of the class.”
(IN#P2, August 25, 2022)

*During the interview, P said
about reducing anxiety:*

*“Take a breath and think to
relax first before coming to
the front of the class and not
looking at your friends
because I'm embarrassed if I
can't.”* (IN#P3, August 25,
2022)

“Talking to a friend”
(IN#P4, August 25, 2022)

“Positive thinking.” (IN#P5,
August 25, 2022)

Based on the interview transcripts from the data above, it can be seen that students apply ways to reduce anxiety. This statement is supported by the statement of Kondo and Ling (2004:262) which discusses the ability to overcome students' speaking anxiety, including preparation, relaxation, positive thinking, making friends and surrendering. For the data above, students use a lot of preparation, relaxation, positive thinking and making friends, for resignation students do not use these methods. This technique makes students accustomed to being calm so that they can speak in front of the class using English. For preparation, students make preparations first before advancing as students say in different ways to do preparation. Then relaxation, students do relaxation to help reduce anxiety as said by P2 which is to calm down first like permission to go to the toilet. Then think positively, because the data above is the result of interviews. Then looking for friends is also in the results of the interview above. That is the way that students do to reduce speaking anxiety in class.

CONCLUSIONS

This study works as an effort to explore students' anxiety problems in

speaking English. The points studied in this study are (1) factors that interfere with anxiety and (2) overcoming speaking anxiety in students. Speaking in front of the class when learning English is one of the challenges for students. Most of the participants showed their level of speaking anxiety in class. This happens for several reasons such as lack of self-confidence, low speech ability, impaired focus, insecurity and panic attacks. The results also showed that students were strongly influenced by speaking anxiety by three main factors including communication apprehension, test anxiety, and negative evaluation. Based on the evidence in the results of the study, it can be concluded that the participants had various problems in speaking anxiety. In addition, the participants were able to reduce speaking anxiety in class. First, most of the students have anxiety problems in communication apprehension in the classroom. In addition, not all students have anxiety problems that are bad at speaking in class. Second, most of the students gave statements about anxiety when dealing with test anxiety. Third, most of them have problems speaking in class because of peer assessment problems, this includes negative evaluation. This happens for several reasons, among others; students overcome the problem of speaking anxiety in the classroom.

Finally, students overcome the three main factors of English speaking anxiety in the classroom. Students overcome anxiety by preparing, thinking, positive thinking and making friends. Students prepare to speak in front of the class. most of the students also assessed themselves to be able to speak in front of the class using English. Furthermore, students think positively and make friends, students are expected to reduce anxiety when speaking in English.

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