Factors of Students' Anxiety in Speaking in Basic Speaking Class

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Abstract

This study was conducted to find out the factors that contribute to EFL students' anxiety by implementing the descriptive-qualitative method. The subjects were three classes of Basic Speaking Course of English Language Education Study Program in the academic year 2018/2019. The data was collected through questionnaires, observation, and interviews. The result showed several factors that contribute to EFL students' language anxiety in the three of Basic Speaking Class. They are frightened of making mistakes, frightened of negative evaluation, kinds of tasks, deficiency of confidence, deficiency of speaking practice, and self-perception. The anxiety occurred in forms of having quite many pauses, going blank, making unnecessary body movements, playing with objects, and avoiding eye contact.

Keywords: *Factors, Anxiety, Speaking*

INTRODUCTION

Study Background

English has been a challenging subject for Indonesian EFL students, in any level of education, due to its complexity. EFL students are required to master all the four skills to master English, along with additional capabilities. Speaking is one of the skills that is taught in an integrated way in Indonesian schools. During English class, EFL students are expected to be able to perform well using English. However, during teaching training that the researcher had done in a senior high school, several EFL students showed rejection when they were called out to perform speaking in the presence of peers. Therefore, the EFL students were unable to showcase their ability in speaking optimally.

Such a situation experienced by the EFL students in speaking activity indicated as "anxiety." Anxiety occurs in many ways; for instance, self-doubt, worry, and less or passive participation. Horwitz (1986) states that some EFL students may claim to have a mental block against learning a second or foreign language. In some other cases of foreign language classroom activities, EFL students show the behavior that indicates they are anxious during the speaking activities. Some of them get nervous, avoid questions and eye contact, and stutter. From various cases in foreign language classroom activities, it is noticeable that anxiety makes EFL students unable to perform successfully in an EFL classroom.

Such experience, which is explained previously, caught the researcher's interest in investigating why EFL students did so. However, instead of investigating schools, the researcher is interested in examining university EFL students. Specifically, those who take English Language Education Program because they are the future English EFL tutors who are highly expected to be fluent in English; thus, they make excellent role models for EFL students.

In the English Language Education Study Program of Lambung Mangkurat University, the four fundamental skills are taught as required courses in the first two years before taking other courses affiliated with the educational process. In a speaking course, there are some continual speaking classes which are compulsory, namely Basic Speaking,

Intermediate Speaking, and Advanced Speaking. In each class, the lecturers implement different strategies in teaching the language to develop EFL students' speaking skills.

Since anxiety can have effects on EFL learning, it is necessary to address and explore the EFL students' anxiety. Therefore, the researcher is eager to investigate what factors contribute to EFL students' anxiety in an attempt to understand the issue of anxiety in learning English.

Study Questions

Based on the background above, the writer formulated a study question; "What factors do EFL students believe in contributing to their anxiety in speaking?"

The Study Objective

The study objective is to investigate what factors are most likely to contribute to EFL students' anxiety in speaking during classroom speaking activities.

Limitation

This study will focus on factors that EFL students believe in contributing to their anxiety in speaking activities in the Basic Speaking Class of English Language Education Study Program at Lambung Mangkurat University.

STUDY METHODOLOGY

Approach and Types of Study

This study implemented a qualitative method since the study's goal is to investigate factors that may contribute to EFL students' anxiety from both EFL students' and lecturers' beliefs on speaking anxiety. The design implemented in this study was descriptive.

In conclusion, the researcher implemented a descriptive-qualitative study to find out factors that are likely to contribute to EFL students' anxiety when performing orally in the Basic Speaking Class of English Language and Education Program at Lambung Mangkurat University.

The Subject and Object of Study

The Subject of Study

The subject in this study is a total of 60 EFL students from Basic Speaking Class A1, A4, and A5 at the English Language Education Study Program. The researcher selected the subject in purpose to seek information and understand the phenomenon being studied.

The object of study

The object of this study is speaking anxiety, which is present within EFL students during speaking activities in the classroom.

Instrumentations

Questionnaire

The researcher distributed the questionnaire to EFL students to complete to collect the data needed for this study. It was a five-point Likert scale questionnaire. Each item was given a score from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree. The questionnaire contained 12 statements adapted from Nasir (2015), which were related to Foreign Language Anxiety. These items were implemented to investigate whether EFL students experience speaking anxiety. The researcher translated the items into Bahasa Indonesia before being administered to the EFL students. This meant to prevent the students' understanding of the content of the questionnaire.

Observation

The observation was done in the three classes to get more information to support the primary data. The observation sheet consisting of four indicators of speaking anxiety behavior was adapted from Horwitz & Cope (1986), Young (1991, and Oxford (1999).

Interview

To support the data, the researcher held interview sessions, not only with EFL students but with lecturers as well. The interview was done to get in-depth data or more details of what causes anxiety in EFL students during the speaking. The interview guidelines consisted of 10 open-ended questions for EFL students adapted from Tanveer (2007) and eight open questions for EFL tutors suited from Ibrahimovic (2016). The interview was conducted in Bahasa Indonesia to prevent any misunderstanding and help express the ideas better. The interview was also recorded by using a voice recorder.

Data Collection

To get the data, the researcher firstly observed the classes. The observation was done first because the researcher needed the class to be in a natural setting; thus, there would be no bias. During the observation, the researcher took notes of the activities done in the classroom. After the observation was done, then the researcher distributed the questionnaire to collect the data needed. The items in the questionnaire were statements related to factors that probably contribute to the existence of EFL students' anxiety in speaking.

Furthermore, to verify as well as to support the data, the interview was conducted. It was implemented by the researcher to gain insight into the participants' feelings, difficulties that they encountered, anxiety, and other factors associated with their performance in speaking activities. It was held after the researcher collecting data from the questionnaire. The interview session was recorded and done face-to-face.

Validity

Validity is essential for researchers when preparing or selecting the instruments that they are going to use. To get the valid data from the instruments, the researcher implemented validity judgement. Expert validation was performed in the validation of the questionnaire and the interview guidelines. The validator of the instruments was Mrs. Raisa Fadilla, M.Pd.

Reliability

Triangulation was implemented for testing the instruments' reliability. The kind of triangulation that the researcher performed was methodological triangulation.

Data Analysis

Data analysis is the process of searching patterns systematically and arranging data in specific ways; thus, the data will be understandable.

After collecting the data, the researcher then analyzes the data. In analyzing the data, the researcher implemented Data Analysis Spiral by Creswell (2007). The procedures are as in figure 1, followed by the descriptions of those procedures.
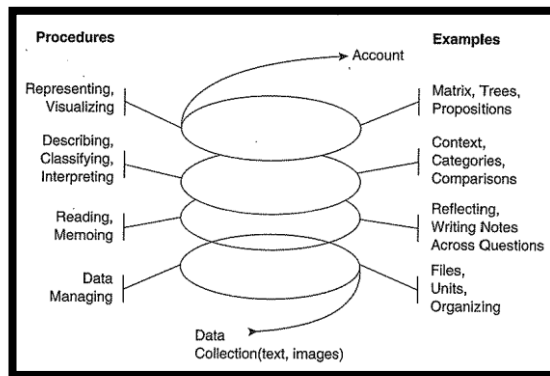
Figure 1 Data Analysis Spiral

a. Data Management

In this first loop, the researcher organized the data collected from the questionnaire, observation, and interviews. As for the survey, the researcher conducted calculations on it for achieving the mean score of each item. The mean score refers to the sum of all participants' scores divided by the number of participants, $[X = \Sigma X/n]$ (Seliger & Shohamy, 1989, p.215), as cited in Nasir (2015). Item 1 to 12 was measured based on the following range of points in table 1.

Table 1
Options of Questionnaire

Options	Points
Strongly Disagree	1
Disagree	2
Not Sure	3
Agree	4
Strongly Agree	5

The mean score obtained from the calculation was implemented for interpreting the data in the upcoming phase. As for the interview, the researcher wrote the transcript of the interview session based on the recording on the computer then printed them out.

b. Reading and Memoing

After organizing the data, the researcher reread the observation sheets and interview transcripts while taking notes of some necessary details that occur to the researcher in the form of short phrases.

c. Describing, Classifying, and Interpreting

In this process, code or category formation represents the core of qualitative data analysis. In this process, the researcher developed categories and sort texts that were noted previously into those categories. After the categorization was done, the researcher began to interpret the data. Interpretation is the process when the researcher makes the data coherent. For the questionnaire, the researcher implemented a specific interpretation key, as in table 3.2.

Table 2
The interpretation key

Interpretation key	Range of scores
Not acceptable	1.00 -2.25
Less acceptable	2.26 – 3.00
Acceptable	3.01 – 3.75
Completely acceptable	3.76 – 5.0

d. Representing and Visualizing

In the final phase of the spiral, the researcher represented the data, packaging of what was found in the three instruments. Then, the researcher created a visual image of the

result obtained from the questionnaire in tables to make the data more comprehendible. As for the observation and interview, the researcher represented the result in comprehendible and detailed paragraphs. Finally, the researcher composed the entire study.

STUDY FINDINGS AND DISCUSSIONS
Description of study Findings
Result of Questionnaire

The researcher collected the data through a questionnaire that consisted of 12 statements related to speaking anxiety and had been marked by EFL students.

After the data obtained through the questionnaire was analyzed, the result was presented in form of tables. The number on top shows the number of scores for each option. The figure at the bottom shows the score after conversion. The mean score is attained from the total of bottom ratings divided by the total number of EFL students.

Table 2
EFL students' response to item 1
"I feel nervous while speaking in English in front of the class."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	2	5	17	34	2
Total scores	2	10	51	136	10
Mean	3.483				

Based on the table above, 34 EFL students marked "agree," and 2 EFL students ticked "strongly agree" that they feel nervous while speaking in English in front of the class. On the contrary, 2 EFL students marked "strongly disagree" and 5 EFL students "disagree" with the statement. Among participants, 17 EFL students marked "not sure."

The mean score for item 1 is 3.483. According to the interpretation key, item 1 is an acceptable source for creating anxiety in speaking activities.

Table 3
EFL students' response to item 2
"I feel shy speaking in English because my EFL tutor and classmates monitor my speech."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	3	10	16	26	5
Total scores	3	20	48	104	25
Mean	3.333				

In the table above, 26 EFL students marked "agree," and 5 EFL students agree with the statement. However, 3 EFL students marked "strongly disagree," and 10 EFL students disagree with the statement. Furthermore, among participants, 16 EFL students marked "not sure."

The mean score is 3.327. It shows that item 2 is an acceptable source for creating English oral anxiety.

Table 4
EFL students' response to item 3
"I feel afraid during the class test and quizzes and make mistakes even though my preparation was good."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	4	13	16	24	3
Total scores	4	26	48	96	15
Mean	3.081				

From the table above, 24 EFL students marked "agree," and 3 EFL students answered "strongly agree" that they feel afraid during the class test and quizzes and make mistakes although their preparation was proper. On the contrary, 13 EFL students disagree, and 4 EFL students ticked "strongly disagree" with the statement. Meanwhile, 16 EFL students are not sure.

The mean score of item 3 is 3.081, which shows that it is an acceptable cause for creating English oral anxiety on EFL students.

Table 5
EFL students' response to item 4
"I feel anxious speaking in English when my EFL tutor evaluates my performance and compares it with others."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	7	12	27	9
Total scores	5	14	36	108	45
Mean	3.466				

Based on the table above, 27 EFL students marked agree, and 9 EFL students entirely concur with the statement. On the opposite, 7 EFL students marked disagree, and 5 EFL students strongly disagree with the statement. Meanwhile, 12 EFL students are not sure about the statement.

The mean is 3.466, which means that item 4 is an acceptable source for creating English oral anxiety according to the interpretation key.

Table 6
EFL students' response to item 5
"My low self-esteem makes me worried because my friends are better in speaking in English than me."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	4	11	11	24	10
Total scores	4	22	33	96	50
Mean	3.416				

From the table above, 24 EFL students marked "agree," and 10 EFL students agree entirely with the statement. Contrarily, 11 EFL students marked "disagree," and 4 EFL students strongly disagree with the statement. Meanwhile, "not sure" is marked by 12 EFL students.

The mean score is 3.416. It indicates that item 5 is an acceptable cause for creating anxiety among EFL students.

Table 7
EFL students' response to item 6
"In EFL class, I feel anxious because I never got motivation from my family and friends to speak in English."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	17	27	11	2	3
Total scores	17	54	33	8	15
Mean	2.116				

The table shows that 27 EFL students disagree, and 17 of them strongly disagree with the statement saying that they feel nervous because they never earn motivation from family as well as friends to conduct English speaking activity in their environment (i.e.,

School & Neighborhood). Nevertheless, 2 EFL students marked "agree," and 3 EFL students agree entirely with the statement. Meanwhile, 11 EFL students ticked "not sure."

The mean is 2.116, which means that item 6 is not an acceptable source for creating English oral anxiety.

Table 8
EFL students' response to item 7
"I feel anxious while speaking in English because I do not have an excellent tone of speaking."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	3	22	16	17	2
Total scores	3	44	48	68	10
Mean	2.883				

In the table above, 22 EFL students answered "disagree," and 3 EFL students marked "strongly disagree" with the statement saying that they feel anxious when speaking English because their tone of speaking is not excellent. On the opposite, 17 EFL students agree, and 2 EFL students answered "strongly agree" with the statement. "Not sure" option was ticked by 16 EFL students.

Item 7 has a 2.833 mean score, which indicates item 7 is a less acceptable source for creating anxiety on EFL students' English oral.

Table 9
EFL students' response to item 8
"I get worried while answering my EFL tutor's questions as he/she corrects my mistakes in front of the class."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	18	25	11	1
Total scores	5	36	75	44	5
Mean	2.75				

Surprisingly, based on the table above, 25 EFL students marked "not sure" as their response to the statement. However, 11 EFL students agree, and 1 EFL pupil completely disagrees with the statement. Furthermore, 18 EFL students ticked "disagree" as well as five students strongly disagree hat that they get worried about answering the lecturer's question as he/she corrects their mistakes in front of the class.

The mean is 2.75, which makes item 8 is a less acceptable source for creating anxiety in oral activities.

Table 10
EFL students' response to item 9
"I feel anxious to participate in class because my EFL tutor is not friendly, rather a controller."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	18	23	9	7	3
Total scores	18	46	27	28	15
Mean	2.233				

From the table above, 23 EFL students answered "disagree," and 18 EFL students marked "strongly disagree" that they feel anxious to participate in class because their lecturer is not friendly, rather a controller. However, 7 EFL students ticked "agree," and 3 EFL students agree entirely with the statement. Among the participants, 9 EFL students are not sure.

The mean score of item 9 is 2.233. It signifies that item 9 is a less acceptable source for creating English oral anxiety on EFL students.

Table 11
EFL students' response to item 10
"I feel nervous speaking in English because of the formal classroom setting."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	9	21	15	13	2
Total scores	9	42	45	52	10
Mean	2.633				

In the table above, 21 EFL students answered "disagree," and 9 EFL students ticked "strongly disagree" to the statement saying that they feel nervous because of the formal classroom setting. On the contrary, 13 EFL students agree, as well as 2 EFL students marked "strongly agree" with the statement. Meanwhile, 15 EFL students are not sure about the statement.

The mean score is 2.633. Thus, item 10 is a less acceptable cause for creating EFL students' English oral anxiety.

Table 12
EFL students' response to item 11
"I feel frightened during oral test or practice and sometimes do not understand my EFL tutor's instructions."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	18	25	12	0
Total scores	5	36	75	48	0
Mean	2.733				

From the table above, 25 EFL students are not sure whether they feel frightened during oral test or practice or/and sometimes do not understand instructions from the EFL tutor. However, 12 EFL students marked "agree" with the statement. Conversely, 18 EFL students answered "disagree," and five ticked "strongly disagree" with the statement. In addition, no one marked "strongly agree."

The mean score is 2.733, which signifies that item 11 is a less acceptable source for creating EFL students' English oral anxiety.

Table 13
EFL students' response to item 12
"English oral anxiety plays a negative role in learning the language."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	7	12	19	17
Total scores	5	14	36	76	85
Mean	3.6				

In item 12, 19 EFL students picked "agree," and 17 EFL students ticked "strongly agree" as responses to the statement saying that English oral anxiety plays a negative role in learning the language. However, 7 EFL students answered "disagree," and 5 EFL students marked "strongly disagree" with the statement. Meanwhile, 12 EFL students responded, "not sure."

The mean is 3.6. Thus, item 12 is an acceptable cause for EFL students to create English oral anxiety.

In conclusion, items 1 to 5, and 12 were acceptable to cause EFL students' anxiety while the rest were less acceptable. EFL students felt some kinds of feelings when speaking English, such as nervous, afraid, shy, worried, and anxious. They felt anxious because of some factors, such as frightened of making mistakes, frightened of evaluation from lecturers, and low self-esteem. By agreeing to item 12, that means they acknowledge their anxiety and agree that it has a major impact on their performance in speaking.

Result of Observation

The first observation was done on April 10th, 2019, in Basic Speaking Class A5. The topic was about describing people. In this topic, the EFL students were expected to be able to describe someone's appearance. The classroom activities were mostly directed to the EFL students to speak in front of the class individually. The lecturer or the peers could ask one of them to go to the front of the class to deliver the speech. Anxiety behavior occurred in many forms. The anxiety behavior that was mostly noticed was avoiding eye contact. EFL students were rather looking at the other direction than the audience's eyes when speaking. Other anxiety behaviors that occurred during the speaking performance were playing with their clothes, moving their body uncomfortably, and laughed excessively. Some EFL students were found to have difficulties in recalling vocabulary. They sometimes faced the lecturer, implicitly looking for confirmation whether the vocabulary they implemented was appropriate, or immediately asked for the correct words. The time that they spent on speaking in the presence of peers was around 3 to 10 minutes.

The next class observation was done on April 18th, 2019, in Basic Speaking Class A4. The topic was about describing people. In this class, their lecturer divided them into several groups to have participated in a game. The game was about guessing the person that a representative of each team described. The anxiety was present on each team's representative member as he or she had to describe the person in front of the class. The anxiety behavior that occurred was avoiding eye contact and making excessive body movement. Some EFL students had several pauses in their performance because they had little information about the person they were describing. They had problems recalling vocabulary as well. When they forgot or did not know the words, they were prone to be silent or asked their peers in their mother language. The time that each EFL pupil spent when speaking in the presence of peers were around 3 to 10 minutes.

The last observation was done on April 26th, 2019. This observation was conducted in the Basic Speaking Class A1. The topic was still about describing people. The activities done in this class were mostly in pairs and groups. In this class, only a few EFL students experienced anxiety. The anxiety was found in the form of avoiding eye contact. This happened when the lecturer challenged EFL students to describe their friends who were sitting next to them. EFL students reacted to the command by being silent and looking up or down. However, after given some motivation, they raised their hands and spoke. Some students seemed to talk in a low voice, although it was done in a group. During speaking activities, EFL students seemed to have problems in choosing appropriate diction when speaking. It can be seen as they looked up to the ceiling while thinking of the next words. In this class, EFL students spent around 3 to 15 minutes to perform in front of the class.

From this class observation, the researcher found that EFL students experienced anxiety mostly because they had to speak in front of the class individually. The anxiety became more apparent because they seemingly did not have sufficient vocabulary and had very little information about the topic or the subject that they were talking about. The anxiety behavior that occurred was avoiding eye contact, making unnecessary body movements, playing with objects, and laughing excessively.

Result of Interview

The interview was implemented to dig more detailed information about factors that caused EFL students' anxiety in speaking, which had not been mentioned nor described previously, and support the data that had been obtained. The factors and their descriptions are shown in the following explanations.

1. They are frightened of making mistakes.

During the interview, almost all of the interviewees said that they were afraid of making mistakes.

From the collected data, the researcher found three language aspects that were EFL students' main concerns when speaking in the target language, namely, vocabulary, grammar, and pronunciation. The explanation of those aspects is shown in the following data.

a. Vocabulary

To be able to express an idea, the ability to choose proper dictions is needed. EFL students must be able to recall vocabulary items. The situation below shows how possessing limited vocabulary affects students when speaking.

R: *Selama belajar Bahasa inggris, kesulitannya apa aja?* (R: What are your difficulties as long as you have learned English?)

Rt: *Di speaking ka.* (Rt: I have problems in speaking.)

R: *Kesulitannya apa?* (R: What are they?)

Rt: *Mungkin karena nggak banyak tahu vocabularynya. Apalagi kalau udah gugup, vocab yang udah pernah dipelajarin jadi hilang gitu, akhirnya bingung ngomongnya gimana.* (Rt: Maybe because I dont have much vocabulary. Moreover when I'm nervous, the vocabulary that I have gained is just gone so I don't know what to say.)

R: *Biasanya kamu ketika gugup ngapain?* (R: What do you usually do when you're nervous?)

Rt: *Biasanya mainly tangan ka atau diem dulu karena mikirin apa yang mau diucapkan.* (Rt: Usually, I fidget or having some moments to think of what I'm gonna say.)

(Resource: interview 22)

The data above shows that having a limited vocabulary affects her speaking performance. Because of that, she felt nervous, which led her to forget all the vocabulary items that she had gained. When she feels nervous, she tends to fidget and take some moments to think about what she is going to say. Therefore, she was not able to deliver her ideas well.

R: *Selama belajar bahasa inggris, kesulitannya apa aja menurut kalian*? (R: What are your difficulties as long as you have learned English?)

Hr: *Di grammar sama minim vocabulary ka.* (Hr: I have problems in grammar and have limited vocabulary.)

R: *Apakah kesulitan-kesulitan itu bikin kalian takut untuk ngomong bahasa inggris?* (Do they make you nervous about speaking in English?)

Hr: *Iya ka. Padahal di dalam kepala sudah tau apa yang mau disampaikan, cuma ketika harus menyampaikan gugup terus tiba-tiba hilang aja gitu ka. Atau kadang kan mentahannya dalam bahasa indonesia, jadi di dalam kepala itu harus diterjemahin ke bahasa inggris dulu, karena minim vocabulary tadi jadi blank. Bingung harus gimana menyampaikannya supaya audience paham maksud aku.* (Yes, they do. Actually, I know what I'm gonna say, but because of nervousness, it's just gone. Sometimes I already have the template inside my head, but I still need to translate it to English. Because I have limited vocabulary, I just go blank and confused about how to convey my idea for making the audience gets my point.)

(Resource: interview 24)

The data above shows when he feels nervous, he tends to forget all the things he has to say. He also admitted that he acuatlly had the template already, but he still needed to translate it to English. Because of having a limited vocabulary, he had trouble while translating, which eventually made him much harder to deliver his ideas. This shows that having a few ranges of vocabulary impedes him from developing his target language proficiency.

b. Grammar

Another difficulty that the EFL students have is grammar. They were confused about how to produce a sentence with proper grammar use. Most of the EFL students said that they have problems with the use of tenses and word orders. The explanation related to the case is shown in the following data.

R: *Menurut Ridho, selama belajar bahasa inggris, apa kesulitannya*? (R: What is the difficulty that you have as long as you have learned English?)

Ro: *Grammar ka.* (Ro: I have a problem with grammar.)

R: *Apakah kesulitan di grammar bikin kamu takut untuk ngomong bahasa inggris?* (R:Does your problem in grammar make you afraid to speak English?)

Ro: *Iya ka.* (Ro: Yes it does.)

R: *Alasannya?* (R: Why is that?)

Ro: *Takut terbolak-balik kata-katanya atau penggunaan tensesnya. Takut jadi nggak nyambung.* (Ro: I'm afraid that I pur the words in the wrong order and the tenses I use is wrong. I'm afraid that the sentence I make will make no sense.)

R: *Ketika kamu lagi merasa gugup, gelagat kamu gimana?* (R: when you are nervous, what do you do?)

Ro: *Biasanya liat ke arah lain sambil mikir-mikir apa aja yang mau disampaikan.* (I usually look at the other direction while thinking of what I'm gonna say.)

 (Resource: interview 18)

The situation above shows that he was burdened by the use of correct tenses and word order. He was confused about where to put the words correctly and what tenses he should use to make the sentence grammatically correct, and the message that he wanted to convey was well delivered. As the reaction to his nervousness, he avoided eye contact and took some moments to arrange the sentence. Therefore, the problem he has in grammar impedes him from speaking English fluently and inhibits him from developing his speaking skill to the higher proficiency level.

c. Pronunciation

The third mistake that the researcher encountered in the field was pronunciation. The EFL students admitted that they have problems with pronunciation, which influences them when they practiced speaking. The following data shows the situation in which pronunciation provokes anxiety.

R: *Selama ini, apa kesulitan dalam belajar bahasa inggris?* (R: What difficulties do you have as long as you have learned English?)

At: *Pronunciationnya susah ka. Kadang aku tau tulisannya gimana, cuma mengucapkannya susah ka.* (At: I have problem with pronunciation. Sometimes I know the word in written form, but I struggled on conveying it.)

R: *Apakah kesulitan itu bikin kamu takut untuk ngomong bahasa inggris?* (R: Does that problem make you afraid to speak English?)

At: *Iya ka.* (At: Yes it does.)

R:*Ketika kamu gugup, biasanya kamu melakukan apa?* (When you are nervous, what do you do?)

At: *Kadang bergerak-gerak atau mengalihkan pandangan ke arah lain.* (At Sometimes I just move my body or shift my sight toward another direction.)

(Resource: interview 20)

The situation above shows that she had a problem when it came to pronouncing the words that she knows in written form. The problem she has in pronunciation makes her anxious to practice her speaking skills. When she was nervous, she shifted her attention to something else. This situation proves that pronunciation can provoke their anxiety and thus impedes EFL students to perform well.

Moreover, the lecturers who taught Basic Speaking realized and noticed that anxiety was present within EFL students. When the researcher asked what causes might contribute, the lecturer said that frightened of making mistakes is one of many factors. Situations regarding this case are shown in the following data.

R: Apakah Anda pernah menemukan mahasiswa dengan tanda-tanda anxiety di dalam kelas? (R: Have you ever found any anxiety signs within EFL students in the classroom?)

L1: Tanda-tandanya mungkin dalam bentuk penolakan. Jadi ketika mahasiswa disuruh berbicara mereka tidak mau. Penolakannya secara halus, biasanya mereka bilang "Nggak berani, Bu." (L1: (yes, I have) The sign might be in the form of rejection. When EFL students are asked to speak, they reject. The rejection was polite, though; usually, they say, "I'm nervous, Ma'am.")

R: Apa yang Anda lakukan ketika mahasiswa menolak? (R: What do you do when EFL students reject?)

L1: Biasanya saya tanya "Kenapa?" lalu mereka menjawab "Takut salah, Bu." atau "Takut temen tidak paham apa yang saya katakan bu karena pengetahuan kosakata saya sedikit." Pada saat itu, saya coba untuk memberikan motivasi dengan cara mengatakan "Nggak apa-apa. Namanya juga belajar dan mencoba. Salah itu wajar." (L1: I usally ask them, "Why is that?" then they answer "I'm afraid that I make mistakes, Ma'am." or "I'm afraid that my friends will not understand what I'm saying because I do not have much vocabulary."

....

R: Menurut Anda apa alasan mereka merasa cemas untuk berbicara dalam bahasa inggris? (R: In your opinion, what are the reasons that EFL students feel anxious when speaking English

L3: Kelas ini kan sudah hampir pertemuan terakhir nih, setelah mid-test saya adakan review tentang apa saja kesulitan mereka. Berdasarkan apa yang mereka share, pertama mereka khawatir dengan grammar. Jadi saat itu saya tekankan bahwa fluency itu lebih penting daripada accuracy dalam speaking. Saya kasih contoh orang-orang di negara yang menggunakan bahasa inggris sebagai bahasa kedua, dan mereka ngomong aja dulu, accuracynya belakangan. Yang terpenting lancar dan paham dulu. Yang berikutnya adalah pronunciation. Saya bilang caranya kalian bisa banyak-banyak lagi listening karena kalau kurang listening berarti kurang banyak juga pengetahuan mengenai how to pronounce the words. (L3: Actually, it is almost the end of the meeting, after midterm test, I held a review session about difficulties they encountered during learning basic speaking. Based on what they shared, first, they are worried about their grammar. At that time, I emphasized that fluency was more necessary than accuracy. I gave them examples of people living in countries where English is the second language speaking without accuracy. I emphasized on fluency and understanding. The second reason was pronunciation. I told them that the way to get a good pronunciation was to listen more because listening less means you have very little knowledge on how to pronounce the words.

Based on the situations above, we can conclude that the lecturers acknowledged EFL students' anxiety. The factor that they shared is from EFL students' confessions, which make it more convincing that frightened of making mistakes is the primary cause of EFL students' anxiety in speaking. We can as well see that the lecturers gave EFL students assurance that it is acceptable to make mistakes to help EFL students feel less anxious.

2. Frightened of negative evaluation

It occurred that frightened of making mistakes leads to another factor of speaking anxiety, which is frightened of negative evaluation. It can come from those of lecturers and/or EFL students. The situation of the related case is shown in the following.

R: *Situasi di kelas yang seperti apa yang bikin kamu gugup?* (R: what kind of situation is it that makes you feel nervous?)

H: *Kalau disuruh maju ka.* (H: when being asked to preform in front of the class)

R: *Alasannya?* (R: Why is that?)

H: *Karena temen-temen ngeliatin gitu.* (H: Because my friends are watching me.)

R: *Merasa gak nyaman ya kalau diliatin?* (R: Do you feel uncomfortable when being watched by your friends?)

H: *Iya ka. Soalnya takut kalau salah dikoreksi mereka gitu ka. Kaya mereka mikir "Ah banyak salahnya." Begitu lah ka.* (H: Yes. It's due to the frightened feeling I had regarding afraid that they will evaluate me like they think I make a lot of mistakes."

....

R: *Terus ketika kamu udah mulai gugup, kamu biasanya ngapain?* (R: When you start to get nervous, what do you do?)

H: *Jadi gagap ka. Bicaranya banyak berhentinya, banyak "eee".* (H: I will stutter. I will make lots of pauses, and so many "eee".)

(Resource: Interview 12)

The data above portrays the situation that the EFL pupil was afraid of making mistakes because he thought his friends would think that he is not smart. The frightened of friends' negative assumptions or reactions are most likely to interfere with his performance in speaking. When he was nervous, he would make pauses and stutter. Thus, his anxiety inhibited his development of target language proficiency.

Besides frightened of negative evaluation from peers, some of the EFL students said that they are afraid of being negatively scored by the lecturers. The situations are shown in the following data.

R: *Kalo pas lagi belajar di kelas, apa yang biasanya bikin kamu gugup?* (R: When in class, what makes you nervous?)

S: *Hmm...* (terlihat bingung) (S: *she seems confused*)

R: *Gini deh, yang lebih bikin nervous di kelas itu siapa? Dosen atau temen-temen?* (R: Let me put it this way, who makes you nervous more? The lecturer or your friends?)

S: *Dosen ka.* (S: the lecturer)

R: *Kenapa?* (R:Why is that?)

S: *Karena takut salah.* (Because I'm afraid of making mistakes.)

R: *Emang kalau salah kenapa?* (R: What would happen if you make mistakes?)

S: *Takut pengaruh ke nilai ka* (S: I fear that it will impact my score.)

(Resource: interview 4)

....

R: *Situasi di kelas yang seperti apa yang bikin kamu gugup?* (R: What kind of situation is it that makes you nervous?)

Ro: *Ketika melihat dosen memperhatikan sambil nulis-nulis gitu ka waktu lagi ngomong. Kaya dinilai gitu. Jadi mikir performanya bagus atau nggak, ada peningkatan atau justru malah turun.* (When the lecturer conduct note taking she looks like scoring me. Because of that, I wonder if my performance was good or poor and if there's an improvement or, worse, deterioration.)

(Resource: interview 18)

Based on the data above, the EFL students were not only afraid of their friends' negative assumptions but also afraid of being negatively scored by the lecturers. They

thought if they made mistakes, the lecturer would give them bad scores and judge that their abilities in English speaking are not sufficient. Having this kind of thought inhibits EFL students to develop their target language proficiency. They could not speak freely and perform their ability well in speaking because they were afraid of bad scores and negative judgment. Additionally, the lecturer admitted as well that they realize this particular factor within their students. Situations regarding this case are shown in the following data.

R: Apakah Anda meyakini bahwa siswa takut membuat kesalahan karena mereka berpikir nilai mereka jelek nantinya? (R: Do you believe that EFL students are afraid to make mistakes because they think they will get bad scores?)

L1: Iya. Mereka itu takut pada saat mereka ngomong dan mereka salah, mereka berpikir nilai mereka otomastis akan merosot juga. (L1: Yes, I do. They look worried when they speak and make mistakes, and they think their marks will automatically be bad or downgrading, too.)

....

R: Apakah Anda yakin kalau rasa takut mereka membuat kesalahan itu disebabkan karena mereka takut nilainya akan jelek nantinya? (R: Do you believe that their frightened of making mistakes is beause they're afraid that they will get bad scores?)

L3: Mungkin pada saat latihan, rasa cemas itu kurang berpengaruh ke performance mereka seperti yang saya bilang tadi. Mungkin rasa cemas itu muncul pada saat mid-test, sudah takut karena berpikir kalau membuat kesalahan akan jelek nilainya, ditambah harus face-to-face dengan saya. (L3: During practice, the anxiety probably did not influence them that much like I just said. Perhaps, the anxiety rises on midterm test. They have already thought that making mistakes will be badly scored, the anxiety is doubled by having to do it face-to-face with me.)

Based on the situations portrayed above, the lecturers acknowledge that such factors existed in the classroom, especially during quizzes or tests, which probably requires EFL students to face the lecturer directly. Such fear can hinder EFL students from delivering their ideas or performing well because they focus more on the scores.

3. Kinds of task

In speaking class, there were some tasks given by the lecturer, such as roleplay, storytelling, dialogue, or speech. The tasks were usually done in front of the class or their seats. When EFL students were asked to perform in front of the class, they became anxious. Performing in front of the class becomes something that triggers their worry and anxiety, which then affects their performance. The situation of related cases is shown in the following data.

R: Situasi di kelas yang seperti apa yang bikin kamu gugup? (R: What kind of situation is it that makes you nervous?)

J: Waktu disuruh maju ke depan. (J: When asked to speak in front of the class.)

R: Alasannya? (R: Why is that?)

J: Diperhatikan orang ka. Bikin gugup jadinya kualitas aku menurun. Kalo sendiri face to face aja sih nggak apa-apa. (J: Because people pay attention to me. It makes me feel nervous so my ability to speak English become decreasing. I feel well when I was asked to speak face to face.)

(Resource: Interview 14)

The situation above shows that he lost his confidence to speak when he faced his friends and the lecturer directly. The nervousness affects his performance negatively. He could not perform excellently because the anxiety impeded him to focus on the idea that he tried to express. On the contrary, he felt comfortable when he practiced speaking in pairs on their seats.

Ra: *Uhmmm apa ya... Oh itu ka... Ketika disuruh maju dadakan. Gugup banget karena nggak tau apa yang harus disampaikan. Tapi kalau sudah ada persiapan sebelumnya sih mungkin rasa gugupnya sedikit aja.* (Uhmmm what is it... When asked to perform spontaneously. I feel very nervous because I do not know what to say. But if I have prepared in advance, I might feel less nervous.)
(Resource: Interview 25)

Based on the data above, being called on or pointed to perform in front of the class, spontaneously made her feel very nervous. She did not have much background knowledge about the topic that was being discussed. Therefore, her anxiety rose then it inhibited her from giving her best performance. It indicates that anxiety interferes with EFL student's fluency. To make them less anxious when performing in front of the class, the EFL students need sufficient time to prepare.

R: *Apakah Anda menemukan tanda-tanda anxiety di dalam kelas?* (R: Do you find any signs of anxiety in the classroom?)

L3: *Iya. Ketika mereka diminta untuk work in pairs or groups, mereka kelihatan santai dan menikmati apa yang mereka bicarakan. Tetapi ketika mereka harus berhadapan dengan the whole class, nampak sekali kalau mereka itu gugup dan bingung memilih kata-kata. Rasa cemas mereka juga nampak ketika harus berhadapan dengan dosen face-to-face seperti pada saat mid-test. Pada saat latihan, mereka terlihat bisa dan cukup fluent, tapi pada saat mid-test, mereka jadi gugup. Beberapa dari mereka mengakui "Saya gugup, Ms." "Saya takut salah, Ms."* (L3: Yes, I do. When they are asked to work in pairs or groups, they seem comfortable and to enjoy what they are talking about. However, when they have to face the whole class, it is clearly visible that they are nervous. During practices, they seem to be able to perform well and fluent enough, but during midterm test, the become nervous. Some of them confessed "I'm nervous, Ms." "I'm afraid that I may make mistakes, Ms."

Based on the insight above, it is proved that kinds of tasks play a part in EFL students' anxiety in speaking. The anxiety seems to be low when EFL students work in pairs or groups during practices. However, the anxiety rises when they have to perform or speak in front of the class or during tests, which sometimes requires them to face their lecturers directly. Thus, it is acceptable to conclude that certain kinds of tasks can provoke EFL students' anxiety

4. Deficiency of confidence

The deficiency of confidence was reported to be one of the factors that made EFL students feel anxious during speaking activities in the classroom. EFL students admitted that they were too shy to speak. The following data showed the situations regarding the related case.

R: *Kesulitan apa yang kamu hadapin di speaking?* (R: What difficulties do you face in speaking?)

S: *Malu buat ngomong ka. Takut banyak salahnya juga.* (S: I'm shy to speak. I'm afraid that I make a lot of mistakes too.)
(Resource: Interview 16)

....

R: *Di bahasa inggris kan ada beberapa skill tuh, salah satunya ada speaking. Menurut kamu, kesulitan dalam speaking apa?* (R: There are several skills in English that should be mastered, one of them is speaking. What are difficulties in speaking?)

K: *Kurang, lancar. Kurang pede. Kosakata terbatas.* (K: I'm not really fluent. I deficiency of confidence. I do not know much vocabulary.)
(Resource: Interview 11)

Based on the situations above, besides being afraid to make mistakes, she also said that she was shy to speak. In addition, a report from another EFL pupil said that he is not

confident enough to speak English in the classroom. The deficiency of confidence itself might be caused by having little knowledge of language aspects which then makes them hesitate or shy to express their ideas.

Regarding this situation, one lecturer acknowledged this factor as one of many other factors that cause anxiety within EFL students. The data regarding this case is shown in the following description.

R: Apakah Anda menemukan mahasiswa yang memiliki kecemasan ketika berbicara dalam bahasa inggris? (R: Do you find any EFL students who are anxious when speaking English?)

L2: Ada beberapa yang terlihat memang punya High Anxiety mungkin karena mereka pada dasarnya memiliki sifat pemalu. Ada juga yang memiliki Low Anxiety mungkin karena mereka sifatnya juga lebih open pada orang lain, lebih gampang merespon, dan tahu cara untuk menutupi rasa cemas mereka. (Rf: There are some who seem to have anxiety, probably because they are naturally shy. In the other hand, there are some who seem to have low anxiety, probably because these people are more open to others, responsive, and know how to cover their anxiety well.

Based on the data above, the lecturer acknowledged that some EFL students were naturally born shy; thus, i shyness can generate anxiety rapidly.

5. Deficiency of speaking practice

To speak English fluently, EFL students need to speak English and be exposed to an environment where English is regularly spoken and used. However, having limited practice in their environment inhibits the development of their communicative competency. The situation regarding the related case is shown in the following data.

R: *Ada topik tertentu yang menurutmu sulit sejauh ini?* (R: Is there any difficult topic in basic speaking class?)

N: *Rata-rata susah sih ka. (tertawa) karena kan latihannya jarang. Nggak ada.. apa tuh.. latihan di lingkungan sendiri. Kan kita terbiasa pake bahasa indonesia, jadi susah untuk ngomong bahasa inggris.* (N: mostly difficult. Maybe it is because we rarely practiced. We're so implemented to speaking Bahasa Indonesia in our environment, so it is difficult for us to speak English.)

(Resource: Interview 3)

Based on the data above, one of the reasons that EFL students feel anxious when performing in English is because they do not use the language regularly. EFL students' deficiency of experience to speak English made them feel stress and burdened during speaking activities in class, which require them to speak English frequently. Additionally, the lecturer, along with the lesson's objective, expect them to speak English fluently. It becomes a severe problem for EFL students who have minimal experience in speaking English since, in most cases, EFL students tend to speak English only in class or when the lecturer asked them.

6. Self-perception

Self-perception is also one of the reasons that make EFL students feel anxious. Self-perception occurs in the form of underestimating their abilities to speak English, which then degrades their confidence to perform. EFL students' belief in language learning and their unrealistic expectation likely triggers frustration or anger towards tehir poor perfomances. The following data shows the condition when self-perception impedes EFL students' ability to speak English.

E: Merasa nggak PD ketika disuruh ngomong karena vocabularynya masih kurang ka. (E: I dont feel confident when asked to speak bcs I deficiency of vocabulary.)

R: Apakah kesulitan itu bikin kamu takut untuk ngomong bahasa inggris? (R: Does it make you afraid to speak in English?)

E: Iya ka. Karena di kepala itu udah diatur kalau mau ngomong bahasa inggris itu harus sempurna.(E: Yes it does, since it has been set in my perception that if you want to speak English, you must speak perfectly.)

Based on the data above, she was burdened to speak English because she thinks that when learning a new language, one must speak in the target language correctly. Such belief degrades her confidence and impedes her from showing her ability to speak.

Discussion

As mentioned in the previous chapter, the objective of this study was to find out what factors may contribute to EFL students' anxiety in speaking during speaking activities in the classroom. After all of the data had been collected and analyzed, the researcher found several factors, they are 1) Frightened of making mistakes 2) Frightened of negative evaluation 3) Low self-esteem 4) Kinds of tasks 3) Limited exposure to English 4) Self-perception.

The first and significant factor that causes anxiety is frightened of making mistakes. The frightened of making mistakes occurred because EFL students reported that they did not have sufficient knowledge of some language aspects, namely vocabulary, grammar, and pronunciation. They feared if they made inappropriate use of those aspects, their friends and lecturers would not understand the ideas that they were trying to express. This finding is coherent with the result of a study by Mukminin (2015), which states that low speaking skill due to deficiency of vocabulary and grammar causes anxiety in speaking.

Additionally, their anxiety was generated from frightened of negative evaluation. EFL students reported that they worried their friends would think poorly of them when they could not perform speaking very well or when they made mistakes. This finding is coherent with the result of Ansari's (2015) study, which reported that frightened of being laughed at or negative evaluation from peers is one of the factors that cause anxiety. Not only that, but they also feared of being poorly scored by the lecturers. They are frightened that the lecturers would score them poorly for every mistake they made; thus, their score would automatically below. Adding to those of EFL students, lecturers reported that EFL students' anxiety rose rapidly during quizzes or tests.

The next factor is the kinds of tasks. EFL students' anxiety became more significant when they were asked to perform individually in front of the class or being pointed directly by the lecturers. Item 1 of the questionnaire, which was agreed by 34 EFL students, indicated that EFL students felt anxiety when performing in front of the class. EFL students reported that they forgot the ideas that they would like to deliver because of overwhelming nervousness. Such a situation was relevant to Horwitz & Cope's (1986: 126) study, which mentioned that EFL students would have difficulty concentrating, become forgetful, sweat, and have palpitation when they feel anxious.

The deficiency of confidence plays a role in EFL students' anxiety. EFL students reported that they feel shy and not confident to speak in English. Item 5 of the questionnaire, which was agreed by 24 EFL students, proved that that low self-esteem makes them worried about speaking. This finding is consistent with Toubot *et al.*'s (2018) result of the study, though they implemented different phrases, where low self-confidence was found to be one of the factors that contribute to anxiety.

Furthermore, deficiency of speaking practice is reported to be another factor of EFL students' anxiety. EFL students reported that they did not use English in their environment regularly. In a study that Normazidah, Koo, & Hazita (2012) conducted, having insufficient exposure to English outside of the classroom and not perceiving English as a communication media causing low English proficiency among Malaysian EFL students. Hence, creating an

English environment and optimalizing it is needed in order to develop EFL students' skills in using English as a medium for communication.

The next factor that caused EFL students' anxiety in speaking was self-perception. EFL students reported that they had set their minds to think that when learning a foreign language, one must have an absolute native-like skill. This result was congruent with what Horwitz (1986) said about EFL students' belief in language learning that contributes to their tension and frustration in the classroom, especially in speaking activities.

In conclusion, the anxiety in speaking a foreign language was present within the EFL students. The factors that caused EFL students' anxiety were frightened of making a mistake, frightened of negative evaluation, kinds of tasks, low self-esteem, limited exposure to English, and EFL students' self-perception about learning a foreign language. These factors are much linked to one another. Hence, the anxiety hinders EFL students from showcasing their ability to speak.

CONCLUSIONS AND SUGGESTIONS
Conclusions
The researcher found several factors that may contribute to the subjects' language anxiety. The first factor is due to frightened of making mistakes. The major mistakes that commonly happened in the classroom were vocabulary, grammar, and pronunciation. The second one is frightened of negative evaluation, either from peers or lecturers. EFL students fear that if they made one small mistake, it would be negatively evaluated by their friends and poorly scored by the lecturers. Another factor that contributes to EFL students' anxiety was kinds of tasks. EFL students feel anxious when they have to speak individually in front of the class and when they are called on or pointed spontaneously. The next one is a deficiency of confidence. EFL students feel shy and not confident to speak in the classroom. Such feelings hinder EFL students from performing well.

Additionally, factor like speaking practice sparseness was present as well. EFL students have a deficiency of practices and experiences in speaking, which then affect their speaking performance. The last factor is self-perception. EFL students often put unrealistic goals in mastering speaking skills, which then can influence their speaking performance.

Suggestions
a. To EFL students

It is necessary for EFL students who suffer anxiety to analyze their lack of speaking performance. Hence, they could discover ways of overcoming or reducing their anxiety. They can ask their lectures or friends to feedback about their speaking performance in the hope that they can develop their foreign language proficiency.

b. To lecturers

Lecturers must acknowledge EFL students' anxiety before dealing with it or giving EFL students some treatments. The lecturers are responsible for providing a less stressful classroom atmosphere and building enjoyable learning activities. Also, the lecturers should be open to positive feedback and allow EFL students to tell their problems in learning a foreign language.

c. To other researchers

This study is expected to provide contributions for other researchers to conduct further research about speaking anxiety. For the new research, there could be some methods to cope with anxiety. Various strategies to improve EFL students' speaking performance is also needed to be discovered.

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