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Investigating Students Anxiety in Speaking English as Second Language

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Abstract: The purpose of this study was to increase students' confidence in speaking English in daily. Students lack confidence in speaking English because they know little about vocabulary, are afraid of wrong pronunciation, and are afraid of making the wrong word structure. In this study, there were 30 journals that had been viewed and analyzed using the literature review method. Solutions to reduce students' anxiety in speaking English are watching English films, using English internet sites, practicing reading English books, doing more presentations, and much more. The results in this study, the majority of students (63.21%) revealed that they never feel confident about themselves when speaking English. In addition, 42.2% were very worried about making mistakes while speaking. This is because there are still many students who are afraid if they make a lot of mistakes in speaking, students feel that their English is not fluent in speaking without preparation, some students do not have a large collection of vocabulary, even social factors seem to be the most significant factor affecting students' speaking anxiety. It is hoped that in the future, students will be more courageous and confident in speaking English wherever they are.

Key Words: Speaking Ability; Students Anxiety; English; Second Language

Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris sehari-hari. Siswa kurang percaya diri dalam berbicara bahasa Inggris karena mereka hanya tahu sedikit tentang kosakata, takut salah pengucapan, atau takut membuat struktur kata yang salah. Dalam penelitian ini, terdapat 30 jurnal yang telah dilihat dan dianalisis menggunakan metode literature review. Solusi untuk mengurangi kecemasan siswa dalam berbicara bahasa Inggris adalah dengan menonton film berbahasa Inggris, menggunakan situs internet berbahasa Inggris, berlatih membaca buku berbahasa Inggris, melakukan lebih banyak presentasi, dan masih banyak lagi. Hasil dalam penelitian ini, sebagian besar siswa (63,21%) mengungkapkan bahwa mereka tidak pernah merasa percaya diri saat berbicara bahasa Inggris. Selain itu, 42,2% siswa sangat khawatir membuat kesalahan saat berbicara. Hal ini dikarenakan masih banyak siswa yang takut jika banyak melakukan kesalahan dalam berbicara, siswa merasa bahasa Inggrisnya kurang lancar dalam berbicara tanpa persiapan, beberapa siswa tidak memiliki koleksi kosa kata yang banyak, bahkan faktor sosial nampaknya menjadi faktor yang paling signifikan yang mempengaruhi kecemasan berbicara siswa. Diharapkan para siswa lebih berani dan percaya diri dalam berbahasa Inggris di manapun mereka berada.

Kata Kunci: Kemampuan Berbicara; Kecemasan Siswa; Bahasa Inggris; Bahasa Kedua

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INTRODUCTION

English as a Foreign Language has an important role in global communication. In the teaching and learning process, not only technology but also the motivation of the students will influence the learning process (Idaryani & Fidyati, 2021). The English language is extensively used in the educational system especially in Indonesia from the primary up to university (Zein et al., 2020). English, which has an important role in global-scale communication, is one of the subjects that must be followed by most of the education system in Indonesia, from elementary to tertiary level education. Since English becomes a necessary language to learn, lots of foreign language learners experienced some degree of anxiety (Rumiyati & Seftika, 2018). Language anxiety has become a significant concern in foreign language teaching and learning over the last 3 decades. In recent years, much attention has been jointly paid to the concerns about English speaking anxiety (Tien, 2018). During the process of EFL language learning at a higher level, many students might face some problems (Hibatullah, 2019). Many of us have been in situations as language learners when we are asked a question and our minds mysteriously go blank (Saville-Troike, 2012). Or perhaps our heads follow a teacher around the class as we nervously await our turn to speak, barely listening to other students' output, our eyes trained on the teacher to see which "unfortunate victim" will be chosen to speak next (Khusnia, 2017). Students who have foreign language anxiety generally cannot follow the ongoing learning. They are worried that when the teacher chooses them to speak in a foreign language, they can suddenly forget what he wants to say, because of the anxiety of speaking.

Anxiety is related to self-focused, negative, and anxious cognition during interaction (Khusnia, 2017). Therefore, speaking anxiety in a foreign language or foreign language speaking anxiety has been a phenomenon that almost all foreign language learners experience (Naser Oteir & Nijr Al-Otaibi, 2019). Anxiety a disturbing combination of emotions including fear, worry, and difficulty, and is usually followed by physical reactions "such as high blood pressure, increased heart rate, and other body signals" (Rumiyati & Seftika, 2018). The effects experienced by students related to speaking anxiety affect students' physical conditions and students' emotional conditions, this is a negative effect that has an impact on students when speaking anxiety takes place. Highly anxious students often have relatively negative self concepts, underestimating the quality of their speaking ability when compared with others (Khusnia, 2017). As foreign language learners, anxiety, especially foreign language speaking anxiety, has a great importance on students' talents specifically when they need to express their knowledge about a specific subject (Hanifa, 2018). The main reason was that anxiety itself is a complex matter since it involved the psychological condition of the learners. Communication apprehension described as "a type of shyness characterized by fear of or anxiety about communicating with people" (Dung, 2020). Speaking anxiety also has an impact that can affect the psychological condition of students to communicate with other students because they underestimate the quality of their own speaking skills.

Most of the students were in high speaking anxiety that made them not really motivated in speaking tasks. Some of them knew how to construct sentences but they were reluctant to speak. They were afraid of making mistakes in pronouncing the words or English grammar (Ramasari, 2017). The problem coming from the students as stated by Lucantoni (Saputra, 2018) is when students think that they are based on what they say. They then prefer keeping silent to speaking the language. Anxiety speaking reduces their motivation in carrying out speaking tasks, they are worried about what people think of themselves when they make mistakes in composing sentences with good English grammar and when pronouncing them.

Speaking anxiety causes quite a number of negative effects, ranging from students' motivation to speak foreign languages, affecting physical conditions, to psychological effects experienced by students (Aguila & Harjanto, 2016). This has a bad effect on the learning

process, some learning objectives will be difficult to achieve when students have this condition. Educators must find ways to deal with students who have these conditions, so that what has been set for the achievement of student learning outcomes gets the desired results.

METHOD

This study used a systematic review method, which is a literature review. Klarer (2004:1) says that in most cases, “literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word”. From systematic reviews, the findings of previous research can be checked for consistency and generalisability to other fields or samples (Ganeshkumar & Gopalakrishnan, 2013). There are the difference between systematic review and literature review . Systematic review is high- level overview of primary research on a focused question that identifies, selects, synthesizes, and appraises all high quality research evidence relevant to that question, while literature review is qualitatively summarizes evidence on a topic using informal or subjective methods to collect and interpret studies.

Data Collection

On 19 Mei 2021, a systematic search was conducted in the database Web of Google Scholar. That database was selected since it contains the highest number of education-related studies. The search terms used included ‘student’s speaking anxiety’ ‘student;s speaking anxiety in ELT’ ‘student’s speaking anxiety in EFL classrooms’ ‘speaking anxiety’ ‘speaking anxiety EFL classroom’. Of the results returned, only research studies were taken into account.

Design or Data Analysis

Table 1. Subcategories of research question.

No.	Research Question	
1.	RQ1. What are the trends in Students Speaking Anxiety research?	Distribution of the studies by years: The reviewed articles were analysed in terms of their indicated publication year in order to determine the number of the studies per year. The research was taken from 2015 to 2021 with the highest 2016 and then (n=2) with a total of 10 articles used in this study. Research methods used in articles: The reviewed articles were analysed with the aim of defining the research methods used. The methodology sections of the articles were examined and their methods were categorised under the headings of qualitative, quantitative, mixed and literature review. The method used in this study is a journal review obtained through a journal publication site. The journals were selected based on the same theme, namely speaking anxiety. Journals were collected to see the causes, effects, and solutions that can be used to reduce speaking anxiety experienced by individuals Countries of articles: Samples were taken from several countries, but in sampling still focused on the problem of speaking anxiety. The number of samples taken (n=10), with the most countries in Indonesia (n=6), Arab (n=2, then UK (n=1), Thailand (n=1). Countries of articles: Samples were taken from several countries, but in sampling still focused on the problem of speaking anxiety. The number of samples taken (n=10), with the most countries in Indonesia (n=6), Arab (n=2, then UK (n=1), Thailand (n=1).
2	RQ2. What are the main findings of the Students	Speaking Anxiety (causes, effect) Effects, causes and solutions of students speaking anxiety: To determine the effects, causes, solutions, the results, discussions and conclusion sections were analysed thoroughly.

All the studies examined in this paper were coded and analysed by three researchers. For the analysis, the researchers followed content analysis method, which is commonly used for textual analyses and allows for comparing, the results of the analysis were created using Microsoft Word. This contained categories related to the research questions, such as the year/place of the study and the result of the causes, effect and solution. The form was filled with related information after a careful reading of each article. Our search for articles to be reviewed returned 30 articles from four different databases (Table 1). There were 30 articles to be reviewed. After an examination of the titles and abstracts, 20 of those 30 articles were removed since they were not relevant to ELT and student's speaking anxiety. As seen in Table 1, the first research question (RQ1) and related subcategories included descriptive information which is directly stated in the reviewed articles. The second research question (RQ2) and related subcategories, on the other hand, sought detailed information about the reviewed articles. Upon removing the duplicates, there were 30 articles to be reviewed. After an examination of the titles and abstracts, 20 of those 103 articles were removed since they were not relevant to ELT and students speaking anxiety.

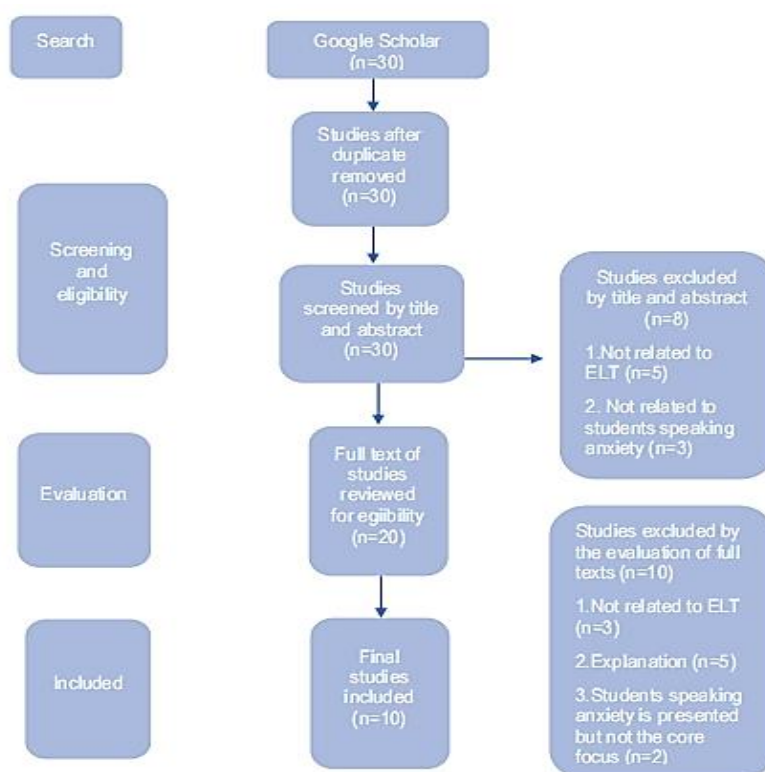


Figure 1. The Process of Obtained Data

After the above-mentioned process, there finally remained a total of 10 studies to be reviewed.

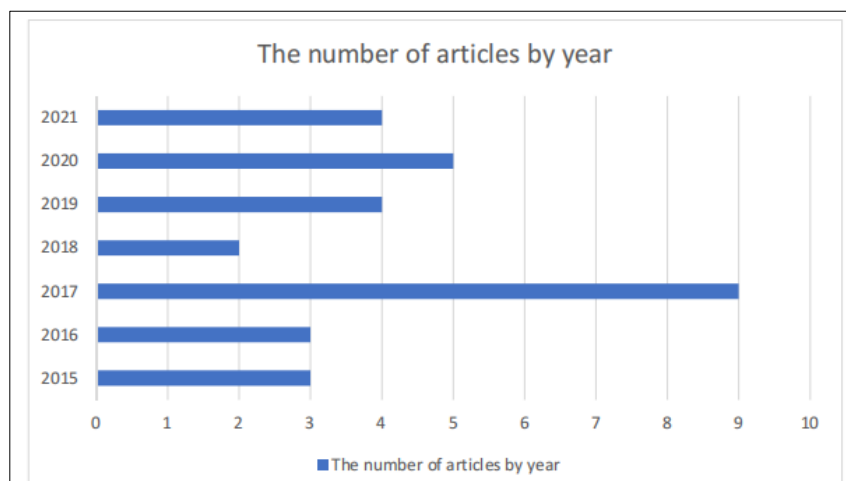


Figure 2. Number of articles by year

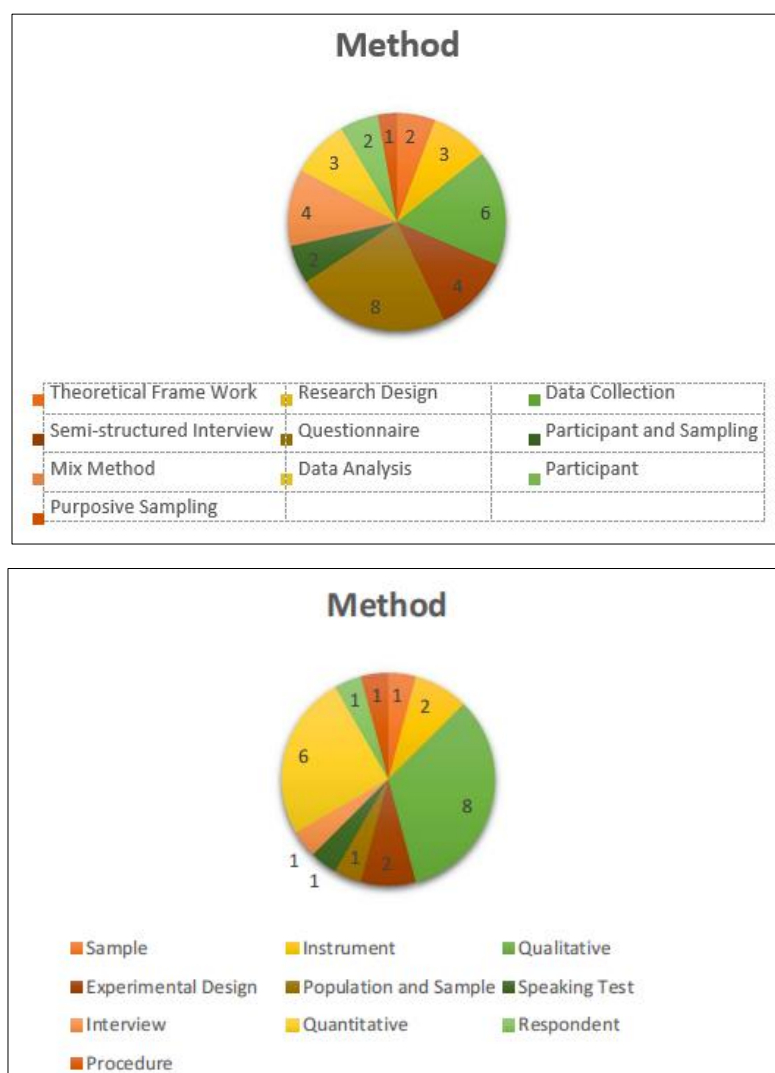


Figure 3. Research methods used in the reviewed articles.

RESULT AND DISCUSSION

Trends in speaking anxiety-themed journals

In response to RQ1, the subcategories examined by the authors included: distribution of the study by year and the distribution of the country in which the study was conducted. The following is a description of each category.

Distribution of the studies by years

The research was taken from 2015 to 2021 with the highest number of journals in 2020 as many as ($n = 3$) in 2016 and then ($n = 2$) with a total of 10 journals used in this study. We suggest to author using reference management software. References should be the most recent and pertinent literature. Using literature (more than 20 years ago) may be allowed at least 25% from total references in the manuscript. The method used in this study is a journal review obtained through a journal publication site. The journals were selected based on the same theme, namely speaking anxiety. Journals were collected to see the causes, effects, and solutions that can be used to reduce speaking anxiety experienced by individuals.

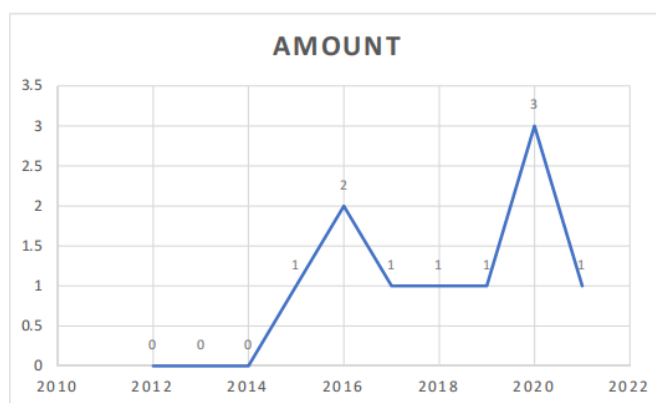


Figure 4. Research methods used in the reviewed articles.

Distribution of the studies by years

Samples were taken from several countries, but in sampling still focused on the problem of speaking anxiety. The number of samples taken ($n=10$), with the most countries in Indonesia ($n=6$), Arab ($n=2$), then UK($n=1$), Thailand($n=1$).

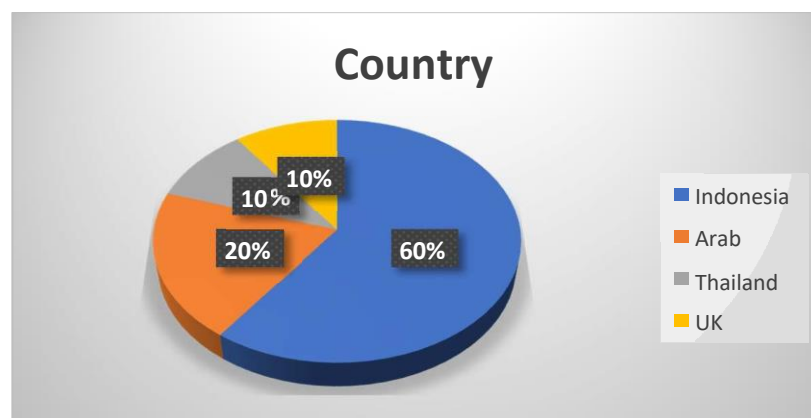


Figure 5. Sampling Countries

The main findings of the students speaking anxiety (cause, effects, and solutions)

What are the causes of speaking anxiety experienced by students? In the article it was found that students experiencing speaking anxiety have causes, where these causes come from within and outside the individual. The following is a list of the findings included in the article:

Table 2. Students' Experiencing Speaking Anxiety

No	Articles	Causes
1	An analysis of students' speaking anxiety toward their speaking skill.	- feel unconfidence in speaking English - the students never feel quite sure of their self - speaking English in front of class become a trigger of the students' confidence - afraid if they make a lot of mistakes - the students feel that their English is not fluency for speaking without preparation - some of the students do not have much collection of the words - the words or English vocabulary - confused to create sentences
2	Public Speaking Anxiety in the Thai EFL Context	Students are still reticent and worry about their grammar accuracy, vocabulary usage, pronunciation, and meaning to be understood when speaking English in the classroom.
3	Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom	The majority of the participants (63.21%) revealed that they never feel sure of themselves when speaking English. Besides, 42.2% worry a lot about making mistakes when speaking.
4	Chinese Students' English-speaking Anxiety in Asking Questions in the MSc TESOL Classroom	- very anxious level indicate that the factors range from social, linguistic, and personal factors. - Social factor seems to be the most significant factor affecting students' speaking anxiety. - Linguistic (refers to participant's low efficacy of their English skills). - individual factor (latter deals with personal issues experienced by particular participants with their family or some significant others in their life).

What are the effects/impacts experienced by students?

The discussion at this point is the effect of speaking anxiety experienced by students. The journal found to explain the effects caused by students' speaking anxiety.

Table 3. The effect of speaking anxiety experienced by students

No	Articles	Effects
1	Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom	Anxiety has both positive and negative effects on EFL learners. When students are anxious, they should ask themselves if that anxiety is debilitating. A little nervous tension can keep students alert in their learning process. The facilitative anxiety is considered to be competitive.

No	Articles	Effects
2	Chinese Students' English-speaking Anxiety in Asking Questions in the MSc TESOL Classroom.	Their fear of making mistake, feeling under pressure dealing with people, feeling worried about negative evaluation by teachers, and worrying about losing faces
3	An analysis of Students' Speaking Anxiety	The findings of this study appear to corroborate other studies in suggesting that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition, retention, and learner motivation
4	The Correlation between Students' Speaking Anxiety and Their Speaking Ability	Anxiety in asking questions in class exerts compound effects on students' mind and body as well as their speaking performance. These three effects of anxiety, namely psychological, physical and behavioural ones, are interrelated to one another

What are the possible solutions?

In this discussion, an article that has a solution for students' speaking anxiety.

No	Articles	Solutions
1	Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL classrooms	- watching English movies - using English internet sites - traveling abroad and talking to native speakers - doing more presentations - practice reading English books and joining English institutes during summer vacation - Teacher should tolerate their students' mistakes and create a supportive and positive classroom environment - The teacher should use her body language in order to give a chance to the learners to follow her instructions
2	An analysis of students' speaking anxiety toward their speaking skill	- The teacher should have to give a time for the students to well preparing the English speaking before they perform in front of the class - Build motivation and confidence of the students - Build the comfortable English speaking atmosphere
3	Public Speaking Anxiety in the Thai EFL Context	- English teachers should try to employ a teaching method that could both enhance students' linguistic competence and their linguistic performance - teachers should provide more English speaking activities for learners to have more exposure to the language in the classroom - A student-centered learning environment is strongly recommended as practice is vital in language learning

In this study, a review was conducted of 10 journals whose themes had been determined, namely speaking anxiety in students. This journal consists of various years starting from 2015 to 2021. The journals taken also consist of several different countries, namely Arabic, Indonesia, Thailand, and the UK. After that the journal will be analyzed to find three points, namely: 1. The causes of speaking anxiety, 2. The impact when someone experiences speaking anxiety, 3. Solutions that can be used to reduce speaking anxiety experienced by students.

The causes of speaking anxiety that students have are 2 factors. The first factor is from within the students themselves. They are afraid of what other people think of them if they make a mistake when doing speaking activities. They also sometimes doubt their own ability to speak. External factors that make students have speaking anxiety, one of which is the atmosphere where they are, this affects their comfort, so they are nervous to speak in English.

The impact caused by speaking anxiety is actually quite diverse, but can be classified into two, namely the physical and psychological impacts of students. The impact experienced by students can affect physically such as body shaking, pounding, and others. The psychological impact experienced by students is in the form of pressure within themselves and it has an impact on student motivation, student activity, and others. Therefore, speaking anxiety has a fairly bad effect on learning activities and student achievement in class.

From the causes and impacts caused by students' speaking anxiety, solutions were also found that could be a reference to reduce speaking anxiety. In the findings, students who want to reduce the impact they try to improve their skills or they also make themselves feel comfortable. By doing activities that can help them to have more vocabulary as well as activities that can make them feel less anxious in speaking activities.

CONCLUSION

The causes of speaking anxiety that students have are 2 factors. The first factor is from within the students themselves. The impact caused by speaking anxiety is actually quite diverse, but can be classified into two, namely the physical and psychological impacts of students. The impact experienced by students can affect physically such as body shaking, pounding, and others. Based on the research we found the causes, the effects, and the solutions. The causes of students speaking anxiety are feel unconfidence in speaking English, the students never feel quite sure of their self, speaking English in front of class become a trigger of the students' confidence, etc. The effects of speaking anxiety has both positive and negative effects on EFL learners. When students are anxious, they should ask themselves if that anxiety is debilitating. A little nervous tension can keep students alert in their learning process. The facilitative anxiety is considered to be competitive. The solutions are the teacher should have to give a time for the students to well preparing the English speaking before they perform in front of the class, build motivation and confidence of the students, build the comfortable English speaking atmosphere, etc.

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